



The Royal School

Wolverhampton

Curriculum 2024-2025
Physical Education

Curriculum 2024 Physical Education

Physical Education curriculum intent

A high-quality physical education curriculum inspires all pupils 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. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. In particular we aim to:

- 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

Physical Education curriculum implementation

In PE we teach 2 lessons per week at KS3, 2 lessons per week at KS4 (plus an extra 2 lessons per week for examination groups) and 1 lesson per week at KS5 (plus an extra 5 lessons per week for examination groups). Our curriculum is structured in learning cycles. Each cycle lasts for half a term and includes at least one assessment followed by a review where re-teaching or stretch and challenge opportunities, tailored to the needs of the pupils can take place. There are 6 learning cycles per year.

Each lesson follows The Royal lesson structure below:

- Date and learning question.
- Review questions as bell work and answers to be self-assessed or peer assessed.
- Homework set at start of lesson.
- The learning journey shared including lesson objectives and success criteria.
- Challenge tasks set every lesson.
- Review learning objectives at end of lesson.

Our curriculum is implemented in many ways including taught lessons and out of class experiences such as sports fixtures, competitions and events, special professional sports guests, sky living for sports day and sporting residential trips

Physical Education curriculum impact

The impact of our curriculum can be evaluated in many ways using both quantitative and qualitative information indicating how ready pupils are for the next stage in their learning whether that be transition between key stages or leaving for universities, apprenticeships or work at the end of year 13.

This includes an assessment of

- the number of pupils achieving the national average (and often higher!) at the end of their key stage indicating their readiness to move forward with the next stage of their learning journey.
- The number of students opting to take OCR Cambridge National in Sports Studies, GCSE PE, and BTEC Sport
- The number of students participating in lunch time and period 6 sporting activities
- The number of students representing the school in inter-sport competitions

Further information that can be used to assess the impact of the curriculum includes:

- The number of pupils gaining places at their first choice universities in sports related degrees
- The number of pupils gaining entry into their chosen career route including apprenticeships and employment with a sporting focus

PE Learning Journey

The Royal Physical Education Learning journey



How can I exercise at home?

Does exercise make me healthier? If so how?
 What activities can we do to exercise?
 Why is exercise important?
 What is exercise?
 What do we do during an effective warm up?
 Why do we warm up?
 What is a warm up?



KS1 & 2

Aim:
 To develop an understanding of the importance of exercise and how to do it safely and effectively. An exploration of the different ways in which we can effectively exercise.



Why do you feel sore after exercising?
 Why do your breathing rate and heart rate change?
 What happens when you stop exercising?

What happens to our breathing and heart rate when we



exercise? Why does this happen?
 What are the benefits of improving fitness?
 How can we improve our fitness?
 What is fitness?
 What does it mean to have a healthy active lifestyle?



KS3

Aim:
 To understand and explain what a healthy active lifestyle consists of, what fitness is and the benefits of improving it and a developed knowledge of the impact of exercise on the heart and lungs



Why are target zones important when training?

How can we measure exercise intensity?

What are SMART targets? Why are they important?

What are the principles of training?



What are the short term and long term impacts of exercise on the body systems?

Why do different athletes require different components of fitness??

What are the components of fitness?



What are the methods of training?

KS4

Aim:
 To be confident in discussing the components of fitness, the principles of training, SMART targets, exercise intensity, methods of training and the short and long term effects of exercise on the relevant body systems



Can you explain the long term effects of training and how they can impact performance different athletes?



What must we consider when designing a training programme which focuses on improving a certain component of fitness??

How can we use data to analyse the impact of training on the body systems?



Can you discuss the physiological



effects of acute exercise on the musculoskeletal, cardiovascular, respiratory and energy systems?

KS5

Aim:
 To evaluate and analyse the impact of training on the musculoskeletal, cardiovascular, respiratory and energy systems, how we can effectively implement a training programme and what the impact on performance may be

PE KS3 Curriculum Mapping

| National curriculum content | Year 7 | Year 8 | Year 9 (GCSE foundation year) |
|--|---|---|--|
| Aims: The National Curriculum for Physical Education aims to ensure that all pupils: | | | |
| Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. | Sports in year 7 include: Rugby, Football, Basketball, Cricket, Rounders, Netball, Tennis and Table Tennis. | Sports in year 8 include: All sports completed in year 7. Greater focus on strategies on attacking and defending principles | Students complete the same sports in year 9 plus the addition of Ultimate Frisbee and Badminton with a focus on developing more advanced tactical awareness, decision making and team performance |
| Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] | Sports in year 7 include: Swimming, Gymnastics and athletics. Focus on technique development for more efficient individual performance | Sports in year 8 include: All sports in year 7. Focus on developing technique for efficient performance | |
| Perform dances using advanced dance techniques within a range of dance styles and forms | Year 7 students participate in dance focusing on developing different styles and good form | | |
| 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 | Participation of a variety of activities at Worcester University Lake Side Campus. | Participation of a variety of activities at Worcester University Lake Side Campus. | Participation of a variety of activities at Worcester University Lake Side Campus. Duke of Edinburgh award available to all students |
| Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best | Use of peer and self-assessment to develop technique and strategies | Use of peer and self-assessment to develop technique and strategies | CNAT SS R185: Performance analysis of two chosen sports |
| Take part in competitive sports and activities outside school through community links or sports clubs. | Participation in all Inter school completions within the city run by the SSAW Links to Wolverhampton Wanderers Football Club, Finchfield Hockey Club, Penn Cricket Club, Wolverhampton and Bilston Athletics club and Wolverhampton Rugby Club | Participation in all Inter school completions within the city run by the SSAW Links to Wolverhampton Wanderers Football Club, Finchfield Hockey Club, Penn Cricket Club, Wolverhampton and Bilston Athletics club and Wolverhampton Rugby Club | Participation in all Inter school completions within the city run by the SSAW Sports leaders used across the city Links to Wolverhampton Wanderers Football Club, Finchfield Hockey Club, Penn Cricket Club, Wolverhampton and Bilston Athletics club and Wolverhampton Rugby Club |



PE Curriculum Map 2024-25

Key Stage 3, 4 and 5

| Key Stage: | Key Stage 3 | | Key Stage 4 | | Key Stage 5 |
|------------|--|---|--|---|---|
| | Activities taught: | Concept taught: | Activities taught: | Concept taught: | Activities taught: |
| | Swimming Basketball Indoor Athletics Gymnastics Table Tennis Fitness Netball Tennis Cricket Football Rugby Athletics Rounders Fitness | Year 7: <ul style="list-style-type: none"> ○ Movement Competence ○ Confidence ○ Knowledge and Understanding ○ Motivation Year 8: <ul style="list-style-type: none"> ○ Communication ○ Resilience ○ Emotional Intelligence ○ Intra-Personal Skills | Basketball Dodgeball Badminton Table Tennis Fitness Netball Tennis Cricket Ultimate Frisbee Football Rugby Athletics Rounders Fitness | Year 9: <ul style="list-style-type: none"> ○ Sporting Values ○ Redefining Competition ○ Problem Solving ○ Power of Positivity Year 10: <ul style="list-style-type: none"> ○ Fulfilling Potential ○ Effective Teams ○ Self-Reflection ○ Attitudes and Behaviours Year 11: <ul style="list-style-type: none"> ○ Health and Well-being ○ Engagement Post-16 ○ Remaining Active | Basketball Football Table Tennis Swimming Netball Rugby Fitness |



PE Exam Curriculum Map 2023-24

| OCR Cambridge National in Sports Studies | Year 9 | Year 10 | Year 11 |
|--|--|---|--|
| Topics covered: | R185 Performance and leadership in sports activities | R185 Performance and leadership in sports activities R187 Increasing awareness of Outdoor and Adventurous Activities | R187 Increasing awareness of Outdoor and Adventurous Activities R184 Contemporary issues in Sport |

| GCSE Edexcel - PE | Year 9 | Year 10 | Year 11 |
|------------------------|--|---|--|
| Topics covered: | Unit 1: Fitness & Body Systems Unit 2: Health and Performance | Unit 2: Health and Performance Unit 4: Physical Exercise Programme | Unit 3: Practical Performance Revision and Exam Preparation |

| BTEC Sport – Level 3 | Year 12 | Year 13 |
|------------------------|--|--|
| Topics covered: | Unit 1 (Anatomy and Physiology) Unit 2 (Fitness Training and Programming for Health, Sport and Wellbeing) | Unit 3 (Professional Development in the Sports Industry) Either: Unit 4 (Sports Leadership) or Unit 5 (5 Application of Fitness Testing) Resits if required (January 2025) Unit 1 (Anatomy and Physiology) Unit 2 (Fitness Training and Programming for Health, Sport and Wellbeing) |

Physical Education Assessment Calendar 2024-25

| | Year 7 | Year 8 | Year 9 CNAT SS/GCSE PE | Year 10 CNAT SS/GCSE PE | Year 11 CNAT SS/GCSE PE | Year 12 BTEC Sport | Year 13 BTEC Sport |
|-------------------------|---------------|---------------|---------------------------------------|--|--|-------------------------------|-------------------------------|
| Learning Cycle 1 | Week 8 | Week 8 | Week 8 | Week 8 | Week 8 | Week 8 | Week 8 |
| Learning Cycle 2 | Week 6 | Week 6 | Week 6 | Week 6 | Week 6 | Week 6 | Week 6 |
| Learning Cycle 3 | Week 6 | Week 6 | Week 6 | Week 6 | Week 6 | Week 6 | Week 6 |
| Learning Cycle 4 | Week 7 | Week 7 | Week 7 | Week 7 | Week 7 | Week 7 | Week 7 |
| Learning Cycle 5 | Week 4 | Week 4 | Week 4 | Week 4 | GCSE/CNAT SS exams | Week 4 | BTEC exams |
| Learning Cycle 6 | Week 6 | Week 6 | Week 6 | Week 6 | GCSE/CNAT SS exams | Week 6 | BTEC exams |

KS3 Assessment Criteria

Pupils in years 7 and 8 will be assessed on their knowledge (KNOW), understanding and skills of the curriculum (SHOW). GCSE grades or CNAT Sport Studies grades will be used in years 10 and 11. Each assessment should have the following matrix showing exactly where pupils have met each criterion. The statements should be framed positively e.g. I can....

| Year 7 | WB – Working below end of year expectations | WT – Working towards end of year expectations | WAT – Working at end of year expectations | WA – Working above end of year expectations |
|---|---|---|--|---|
| Skills and technique criteria 1 | perform some skills and techniques, with limited control make simple decisions in a practice environment | perform some skills and techniques with some accuracy and control in some challenging activities make simple decisions in a practice and game environment | perform a range of skills and techniques, showing an increase in accuracy, fluency and control in sporting situations make decisions and show an understanding of simple tactics in game play | perform appropriate skills and techniques, with accuracy, fluency and control in some competitive sporting situations make decisions and show a developed understanding of spatial awareness |
| Skills and technique criteria 2 | use communication in a sporting context | use communication in a sporting context to inform | use communication to promote ideas | use communication to promote and incorporate ideas through team work |
| Health and fitness criteria 1 | describe in simple terms 1 effect of exercise on the body | can exercise for 2-3 minutes without stopping | can perform teacher led warm up independently can describe some benefits of exercise | can lead small group in part of warm up can name some of main muscle groups |
| Health and fitness criteria 2 | perform part of warm up | can describe one effect of exercise on the body | can perform circuit with occasional help from teacher/other students | can exercise 4 - 5 mins. without stopping understands order of exercises in circuit |
| Analysis of performance criteria 1 | identify a few strengths and weakness of performance using very simple statements. understands a few key rules but unable to apply them in practice or game environment. | can assess own and others performance identifying stand out strengths and weaknesses but may not be accurate. can assess basic techniques in performance using simple statements rarely suggests some ways to improve performance. | provides basic assessment of their own and others performance. accurately identify major strengths and weakness . | can identify strengths and weaknesses or their own and others performance and begin to use correct terminology. can explain some simple factors which may affect performance. |
| Analysis of performance criteria 2 | makes basic comments when evaluating performance. | understand there are positional roles | can suggest some general ways to improve performance but lacks technical understanding. can comment on some of the roles and responsibilities of positions, but lacking detail. | can identify and suggest changes and refinements that would improve performances. can explain why simple officiating decisions are made. can explain some simple tactics of performances and their advantages |

| Year 8 | WB – Working below end of year expectations | WT – Working towards end of year expectations | WAT – Working at end of year expectations | WA – Working above end of year expectations |
|---|--|---|--|---|
| Skills and technique criteria 1 | perform a range of skills and techniques, with limited control make simple decisions in a practice environment | perform a range of skills and techniques with some accuracy and control in some challenging activities make simple decisions in a practice and game environment | perform a range of skills and techniques, showing an increase in accuracy, fluency and control in sporting situations make decisions and show an understanding of simple tactics in game play | perform appropriate skills and techniques, with accuracy, fluency and control in some competitive sporting situations makes good decisions and show a developed understanding of spatial awareness |
| Skills and technique criteria 2 | use communication in a sporting context to inform | use communication to promote ideas | use communication to promote and incorporate ideas through team work | use communication to bring successful outcomes in competitive situations |
| Health and fitness criteria 1 | can describe in simple terms 2 effects of exercise on the body | can exercise for 3-5 minutes without stopping | can perform teacher led warm up independently can describe most of the benefits of exercise | can lead whole group warm ups can name most of main muscle groups |
| Health and fitness criteria 2 | can perform a full warm up | can describe three effects of exercise on the body | can perform circuits | can exercise 5-7 mins without stopping understands order of exercises in circuit |
| Analysis of performance criteria 1 | can identify the strengths and weakness of performance using simple statements. understands the key rules but unable to apply them in practice or game environment. | can assess own and others performance identifying stand out strengths and weaknesses. can assess basic techniques in performance using simple statements and sometimes suggests some ways to improve performance. | provides assessment of their own and others performance. accurately identify major strengths and weakness. | can identify strengths and weaknesses or their own and others performance and begin to use correct terminology. can explain some advanced factors which may affect performance. |
| Analysis of performance criteria 2 | makes good accurate comments when evaluating performance. | understand there are positional roles and what the responsibility of those positions are | can suggest plenty of ways to improve performance. can comment on some of the roles and responsibilities of positions. | can identify and suggest changes and refinements that would improve performances. can explain why most officiating decisions are made. can explain some simple tactics of performances and their advantages |