

PE Curriculum Intent

KS3 CORE PE

The CoDA PE department thrives on the understanding that we are developing the whole student, not just their practical ability. We feel that developing the whole student will therefore improve their life chances. The CoDA PE KS3 curriculum is based around 3 areas: Head, Heart and Hand. We have used the GCSE PE Specification to inform these areas. The head strand looks at the child's cognitive learning and how key terms and physical understanding helps them in PE. The Heart strand looks at their life skills. We want to build well rounded students who flourish in different areas. This is why we have linked a different life skill to each sport. The last strand is the Hand strand. This is the typical skills based assessment where we look at 9 sports across the year for 5 weeks. They get 8 lessons of content and 2 lessons for their assessment. We work through core and advanced skills in lessons to then finally make an assessment of where we think practically they are at. We feel that through the 3 strands we can develop and enhance the whole student and leave them feeling like they can excel in more than one area in PE. However, our main focus is delivering fun and engaging lessons to help encourage a safe environment for all students to learn.

Each scheme of learning is aimed to encourage students to have a love for sport and physical activity. They will develop a range of skills, in a range of sports as well as a cognitive understanding of sport. Along side this a better understanding of what life skills they will need for everyday life and how to overcome challenges. Students will be taught using a range of teaching styles to encourage them to learn in different ways. The PE curriculum will encourage independent and collaborative learners who develop a passion for PE.

Personal Development

- Build confidence, self-esteem and emotional wellbeing
- Develop and practice leadership skills
- Develop the capacity to be creative and reflective
- Work as part of a group or team, building trust and developing skills to solve problems, either individually or as a group
- Develop skills required for cooperation and collaboration

KS3 impact

- Develop a love for Physical Education and a range of different sports.
- Develop some understanding of how the body works.
- Learn to play and perform several different skills and sports.
- Create an understanding of how life skills can be developed to create better people and sports players.

KS3 implementation:

	Netball	Football	Handball	Badminton
KS3 1 st Half of year	<p><u>Core Skills</u> Footwork Dodging Ball control Passes: Chest and bounce Shooting Man marking</p> <p><u>Advanced Skills</u> Ball control (catching on the run or in the air) Catching with one hand Passes: Shoulder Shooting (SPLIT landing) Area marking Rebounds</p> <p><u>Rules and Tactics</u> Can apply different types of marking for different players and teams Can Identify and can apply rules throughout the game</p>	<p><u>Core Skills</u> Ball control using both feet Passing with dominant foot Shooting with dominant foot Dribbling Tackling Marking (player with the ball)</p> <p><u>Advanced Skills</u> Ball control using chest Non dominant foot passing Non dominant foot shooting Dribbling (ability to beat opponents) Marking (player without the ball)</p> <p><u>Rules and Tactics</u> Can apply formations to a match to positively influence play Can Identify and can apply rules throughout the game</p>	<p><u>Core Skills</u> Catching two handed Dribbling with dominant hand Passes: Overarm, bounce and side Blocking Marking a player</p> <p><u>Advanced Skills</u> Catching one handed Dribbling with either/both hands Jump pass Shooting: Jump shot Interceptions</p> <p><u>Rules and Tactics</u> Can apply formations to a match to positively influence play Can Identify and can apply rules throughout the game</p>	<p><u>Core Skills</u> <u>Serving:</u> short & long, return of serve <u>Forehand shots:</u> overhead clear, drop shot court movement <u>Advanced Skills</u> <u>Serving:</u> Flick Net shots, lift/underarm clear, smash and drive <u>Backhand shots:</u> overhead clear, drop shot, lift/underarm clear, smash and drive</p> <p><u>Rules and Tactics</u> Can Identify and can apply rules throughout the game</p>
Heart	<u>Team work</u>	Communication	<u>Leadership</u>	<u>Resilience</u>
Head	<p><u>HT1</u> Muscles Bicep, triceps, abdominals, Gluteal, Quadriceps, Hamstring,</p> <p><u>HT2</u> Bones Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella</p>			

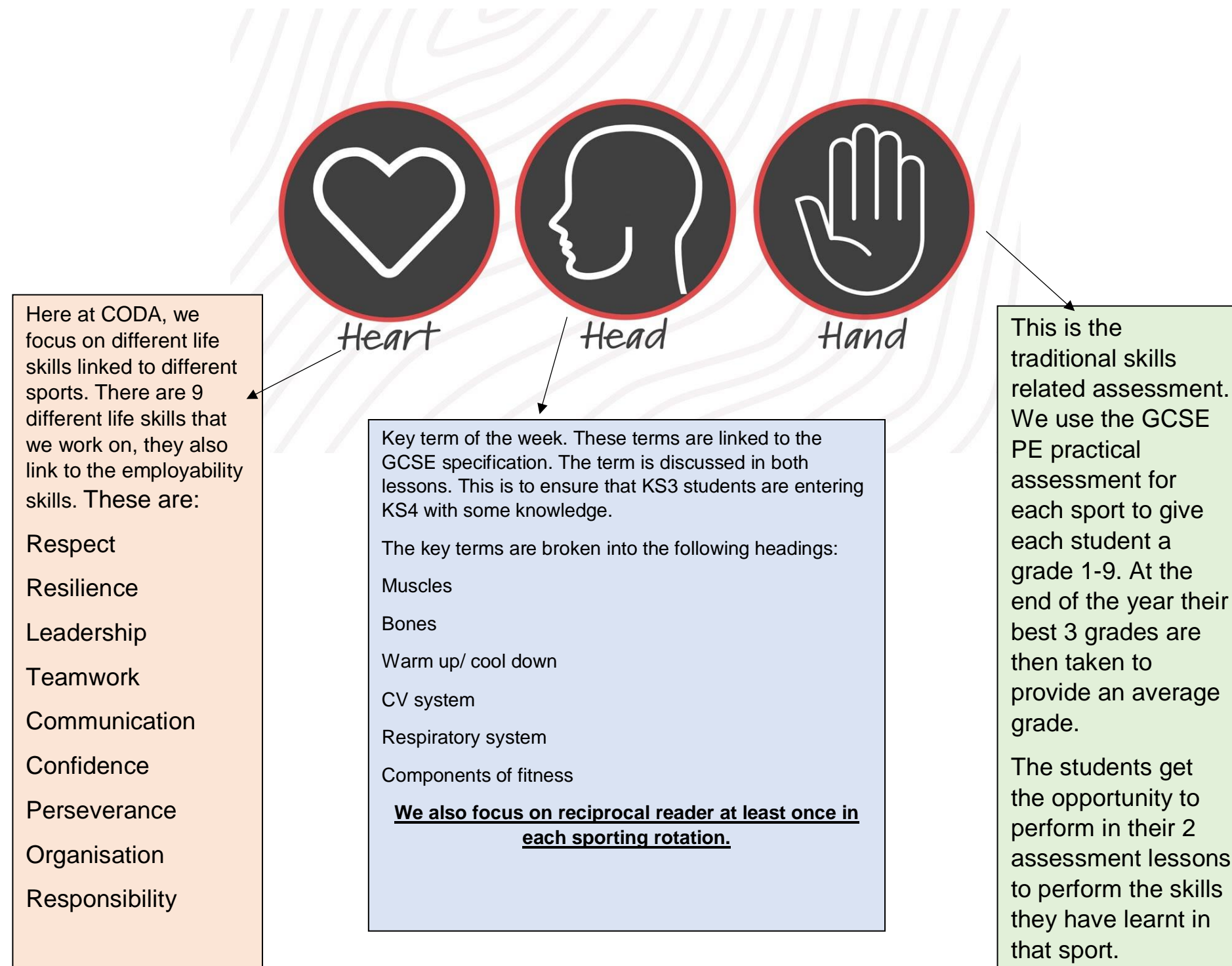
	<u>HT3</u> CV system Arteries, Capillaries, Veins, Heart rate, stroke volume,
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	Cricket	Basketball	Athletics	Gym/ Dance
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<p>KS3 2nd Half of year</p>	<p>Core Skills Batting: Footwork, Defensive shots off front foot, Drives, Cut, Pull & Running between the wickets Bowling: Repetition of action for one style of bowling, Line, Flight and Length of bowl Fielding: Stopping the ball, Catching & Pick up and throw (underarms and overarm) Wicket keeping: Positioning in relation to pitch and type of bowler, Stance, Low and high takes, Catches & Run outs Advanced Skills Batting: Defensive shots off back foot, Square cut, Hook shots, Off or on drive & Sweep Bowling: Variation in delivery in terms of line, flight, speed and length of bowl Fielding: Pick up and throw for a run out (underarm and overarm) & Pick up and throw on the run Wicket keeping: Leg side takes and catches & Stumping</p>	<p>Core Skills Pivoting Passing: Chest, bounce and overhead Shooting: Set shot, jump shot & dominant hand lay-up Dribbling Marking: Player with the ball Advanced Skills Shooting: non dominant hand lay-up & hook shot Rebounding Beating opponent's individual: Fake and drive & cross over step Beating opponents' team: Cutting Marking: Intercepting passes Rules and Tactics Can apply different types of marking for different players and teams Can Identify and can apply rules throughout the game</p>	<p>Core Skills <u>Track:</u> Starting, Finishing, Posture, Leg action, Arm action and Head carriage <u>Jumping:</u> Approach, Synchronisation of arm and leg action, Take off/ pole plant, Flight and Landing <u>Throwing:</u> Initial stance, Grip, Throwing action, Release phase and Recovery phase/ follow through Advanced Skills <u>Track:</u> Starting (use of blocks), Leg action (foot strike & cadence), Bend running, Stride pattern/ pacing & hurdling with either leg <u>Jumping:</u> Approach (hitting appropriate speed for take-off), Efficient transition between technical phases of movement, Flight (appropriate elevation) & Landing (movement of the body beyond initial point of contact) <u>Throwing:</u> Travel (use of cross step/glide, rotational throws), Release phase (appropriate angle of release), Efficient transition between technical phases of movements</p>	<p>Gym: Core Skills Take off, flight and landing Rolls (forward and backward variations: to straddle and dive forward) Balances using different parts of the body Jumps/leaps Transitions Advanced Skills Advanced rolls (roll to handstands) Dance Core Choreographic Devices Formations Changing formations Transitions Unison Timing Repetition Canon Use of Levels Dynamics Advanced Choreographic Devices Transition sequences Mirroring Fragmentation Retrograde Question and answer Contrasting Dynamics</p>
<p>Heart</p>	<p>Responsibility</p>	<p>Respect</p>	<p>Perseverance</p>	<p>Confidence Organisation</p>

	<p><u>HT4</u> Respiratory system diaphragm and intercostals, gaseous exchange, aerobic and anaerobic exercise</p> <p><u>HT5</u> Warm up and cool down Benefits of a warm up, benefits of a cool down,</p> <p><u>HT6</u> Components of fitness Muscular endurance, cardiovascular endurance, speed, strength, power, flexibility, Agility, balance, Co-ordination, reaction time</p>
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CODA's PE assessment policy



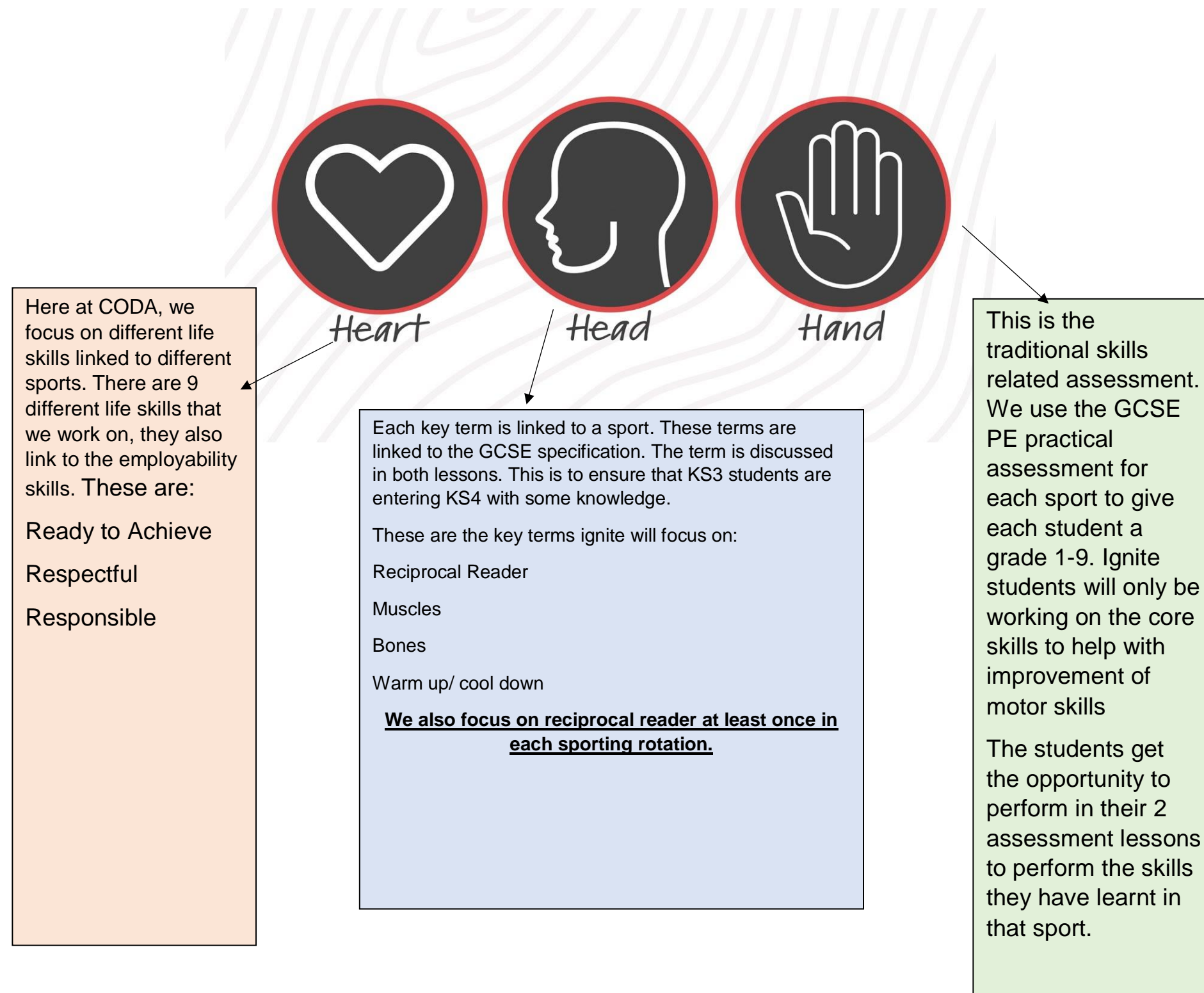
In CoDA's PE department we would like all students to excel practically and cognitively. We therefore, have tweaked our KS3 curriculum's by changing the terminology slightly of skills, creating a classroom booklet for when they need it and assessment terminology change. We have also looked at groupings ready for September 2023, each bottom group for girls and boys will follow a slightly adapted curriculum and assessment policy. They will only look at CORE skills for each sport, head strand will only look at limited terminology and the heart strand will be the 3R's.

	Netball	Football	Handball	Badminton
KS3 1 st Half of year	<u>Core Skills</u> Footwork Dodging Ball control Passes: Chest and bounce Shooting Man marking <u>Rules and Tactics</u> Can Identify and can apply rules throughout the game	<u>Core Skills</u> Ball control using both feet Passing with dominant foot Shooting with dominant foot Dribbling Tackling Marking (player with the ball) <u>Rules and Tactics</u> Can Identify and can apply rules throughout the game	<u>Core Skills</u> Catching two handed Dribbling with dominant hand Passes: Overarm, bounce and side Blocking Marking a player <u>Rules and Tactics</u> Can Identify and can apply rules throughout the game	<u>Core Skills</u> Serving: short & long, return of serve Forehand shots: overhead clear, drop shot court movement <u>Rules and Tactics</u> Can Identify and can apply rules throughout the game

	Cricket	Basketball	Athletics	Gym/ Dance
KS3 2 nd Half of year	<u>Core Skills</u> Batting: Footwork, Defensive shots off front foot, Drives, Cut, Pull & Running between the wickets Bowling: Repetition of action for one style of bowling, Line, Flight and Length of bowl Fielding: Stopping the ball, Catching & Pick up and throw (underarms and overarm) Wicket keeping: Positioning in relation to pitch and type of bowler, Stance, Low and high takes, Catches & Run outs <u>Rules and Tactics</u> Can Identify and can apply rules throughout the game	<u>Core Skills</u> Pivoting Passing: Chest, bounce and overhead Shooting: Set shot, jump shot & dominant hand lay-up Dribbling Marking: Player with the ball <u>Rules and Tactics</u> Can Identify and can apply rules throughout the game	<u>Core Skills</u> Track: Starting, Finishing, Posture, Leg action, Arm action and Head carriage Jumping: Approach, Synchronisation of arm and leg action, Take off/ pole plant, Flight and Landing Throwing: Initial stance, Grip, Throwing action, Release phase and Recovery phase/ follow through <u>Rules and Tactics</u> Can Identify and can apply rules throughout the game	<u>Gym:</u> <u>Core Skills</u> Take off, flight and landing Rolls (forward and backward variations: to straddle and dive forward) Balances using different parts of the body Jumps/leaps Transitions <u>Rules and Tactics</u> Can Identify and can apply rules throughout the game <u>Dance</u>

				Core Choreographic Devices Formations Changing formations Transitions Unison Timing Repetition Canon Use of Levels Dynamics
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Ignite CODA's PE assessment policy



The CoDA PE department has a passion for life long participation in sport. We therefore designed our curriculum around this focus. We offer 4 week rotations of the following sports: Football, Netball, Badminton, Fitness, Lacrosse, Tag rugby, Handball, Basketball, Invasion/ team games, Trampolining, Rounders, Athletics and Cricket. Depending on the time of year we rotate this in accordance to the students attitude. Due to us knowing our students we are able to design the rotations for the time of year and what would benefit them best. For example, around exam times we give them their favourite sports as it encourages participation and enjoyment as we know there is a strong link between physical activity and learning.

Their lessons have a specific focus depending on the sport. We work through and build upon the skills they learnt in KS3. The structure of these lessons are: Warm up, Drills/ Skills and then games.

	<h1>KS4 Core PE rotations</h1>					
	<u>Half term 1</u>	<u>Half Term 2</u>	<u>Half term 3</u>	<u>Half term 4</u>	<u>Half term 5</u>	<u>Half term 6</u>
Sport	Football	Handball	Fitness	Basketball	Cricket	Tennis
Skills	Passing Dribbling Shooting Ball Control Tackling Game Strategy	Chest, bounce and shoulder pass One Hand Catch Ball Control Footwork Dodging Man Marking Shooting Rebounds Area Marking Catching the Run Shooting and Split Landing	Fitness Testing Circuit Training Continuous Training Boxercise Data Comparison Interval Training Weight Training Speed and Agility Training	Chest and bounce pass Pivoting Set shot and lay-up Dribbling Man Marking Jump Shot and rebound Fake and Drive Cutting Area marking Non-dominant shooting	Underarm/Overarm Throws Bowling Batting – Defence shots Batting – Offence shots Pick up and throw on the move Fielding Positions	Serve Forehand Backhand Volley Overhead
Employability Skill	Leadership	Creativity	Confidence	Communication	Leadership	Resilience
Sport	Tag rugby	Badminton	Football	Tag rugby	Rounders	Athletics
Skills	Running Forward Running Backwards Offside Rule Support Play Dodging Gameplay	Underarm Serve (short) Underarm Serve (long) Overhead clear Underarm clear Net shots Drop shot Smash Drive Flick Serve Backhand underarm clear Backhand Overhead clear	Passing Dribbling Shooting Ball Control Tackling Game Strategy	Running Forward Running Backwards Offside Rule Support Play Dodging Gameplay	Throwing Catching Bowling Batting Long barrier	100m 200m 400m 800m Long Jump Triple Jump High Jump Discus Shot Put Javelin
Employability Skill	Teamwork	Creativity	Leadership	Teamwork	Communication	Resilience
Sport	Netball	Volleyball	Netball	Orienteering	Athletics	Cricket
Skills	Chest, bounce and shoulder pass One Hand Catch Ball Control Footwork Dodging Man Marking Shooting Rebounds Area Marking Catching the Run Landing	Setting Underarm serve Returning Serve Volley Dig Spike Footwork Court Position Jump Serve Block Net Play Back Court Play	Chest, bounce and shoulder pass One Hand Catch Ball Control Footwork Dodging Man Marking Shooting Rebounds Area Marking Catching the Run Landing	Orienting a map Thumbing a map Line features Catching features Scale Contours Colours Symbols	100m 200m 400m 800m Long Jump Triple Jump High Jump Discus Shot Put Javelin	Underarm/Overarm Throws Bowling Batting – Defence shots Batting – Offence shots Pick up and throw on the move Fielding Positions
Employability Skill	Teamwork	Creativity	Teamwork	Confidence	Resilience	Communication

Sport	Trampolining	Basketball	Handball	Orienteering	Tennis	Rounders
Skills	Shapes Drops Swivel Hips Back Drops Front Drops Routine	Chest and bounce pass Pivoting Set shot and lay-up Dribbling Man Marking Jump Shot and rebound Fake and Drive Cutting Area marking Non-dominant shooting	Chest, bounce and shoulder pass One Hand Catch Ball Control Footwork Dodging Man Marking Shooting Rebounds Area Marking Catching the Run Landing	Orienting a map Thumbing a map Line features Catching features Scale Contours Colours Symbols	Serve Forehand Backhand Volley Overhead	Throwing Catching Bowling Batting Long barrier
Employability Skill	Resilience	Teamwork	Creativity	Confidence	Resilience	Communication

KS4 impact:

- Develop a love for Physical Activity and sports
- Encourage students to carry on with lifelong participation in sport
- Develop further students understanding of their body

KS4 options intent

The KS4 OCR GCSE PE course, Cambridge National Sports Studies and BTEC Dance course are the three pathways that we offer. BTEC Dance is offered every year, but the PE pathway/ course is chosen on what cohort of students have picked the course. This is due to the different elements of the course. We as a department have the vision for all students to excel in GCSE PE and for the future of CoDA's PE department that is where we are looking to and building from our KS3 curriculum.

Implementation

- To develop and enhance their understanding of the anatomy and physiology of the body
- To develop and enhance their understanding of the psychological factors of sports
- To develop and enhance their understanding of the sociocultural factors of sports
- To develop and enhance their understanding of physical training
- To develop and enhance their understanding of health, fitness and wellbeing
- To develop and enhance their practical ability in 3 sports

KS4 Options Impact

Students will leave CODA with the knowledge and skills in PE needed for their next steps in life, whether that be collage, 6th form or apprentice. Students to be given a wealth of knowledge in each topic area to also educate them about how sport is impacted in each area. Each year a number of students go on to continue their love of sport in different directions, showing that their love sport continues in later life.