



**St. Wilfrid's
R.C. College**

Physical Education Curriculum

*Excellentia per fidem,
per scientiam, per adiuvatum*

Excellence through faith, learning and support

Core PE

Year 7

CONTROL - Understand the components of skills and be able to perform the techniques effectively.

Pupils participate in a range of sports throughout the academic year, in order for pupils to explore a range of activities to inform their lifelong participation choices. Pupils gaining the knowledge of the techniques of the key skills required in each of the sports they perform in, and aiming to perform these techniques correctly to participate effectively. The Year 7 intent is reflected in each of the sports throughout the academic year which allows pupils to acquire the fundamentals of each sport to perform, succeed and excel in a competitive environment relative to their age group.

Year 8

PRECISION - Perform the components of skills and refine the techniques for accuracy.

Pupils participate in a range of sports throughout the academic year, in order for pupils to explore a range of activities to inform their lifelong participation choices. In these sports, pupils are refining the techniques that comprise the skills they have acquired in Year 7, with the aim of developing precision in Year 8. The Year 8 intent is reflected in each of the sports throughout the academic year which allows pupils to refine the techniques for accuracy in each sport in order to succeed and excel in a competitive environment relative to their age group.

Year 9

FLUENCY - Linking skills and movements together to gain a competitive advantage within a sporting situation.

Pupils participate in a range of sports throughout the academic year, in order for pupils to explore a range of activities to inform their lifelong participation choices. In these sports, pupils aim to use the skills from Year 8 that they have made precise, and link them together to combine relative skills to gain a particular tactical/competitive advantage. The Year 9 intent is reflected in each of the sports throughout the academic year which allows pupils to link a range of different skills to explore a variety of sporting situations in order to assist them to succeed and excel in a competitive environment relative to their age group.

Year 10/11

ORIGINALITY - Demonstrating creativity to apply techniques and tactics in game situations to overcome opponents.

Pupils participate in a range of sports throughout Year 10 and 11, in order for pupils to explore a range of activities to inform their lifelong participation choices. In these sports, pupils aim to use the skills they have acquired, refine and developed in Key Stage 3, to creatively adapt them to game situations to overcome opponents. The Year 10 and 11 intent is reflected in each of the sports throughout the academic year which allows pupils to creatively adapt different skills in a variety of sporting situations in order to assist them to succeed and excel in a competitive environment relative to their age group.

Core PE Curriculum

Curriculum Sequencing:

- Our curriculum follows on from the KS2 curriculum with key words of explore, combine and refine
- There is a clear focus of what we want pupils to focus on each year in order to develop the motor competence they need to progress and enjoy our curriculum. Pupils work through the incremental stages of fundamental, control, precision, fluency and originality within all activities on offer.
- At KS3 we offer a wide range of sports across a number of different areas in order to develop a broad skills base. This allows students to experience a variety of sports, develop a variety of skills and improve their sports knowledge and performance. It also allows students to have the opportunity to develop a wide range of both technical and transferable skills. Activities with a similar skill set are paired up on the curriculum to allow pupils further time to develop motor competences i.e. aesthetic activities gymnastics/dance and trampolining are paired up.

Assessment:

Overarching trust wide assessment principles;

Surface - knowledge and skills : **Deep** - Knowledge and skills : **Transfer** – knowledge and skills

Head	Heart	Hands
Rules Strategies and Tactics	Healthy Participation	Motor Competence
- Knowledge and understanding	- Leadership	- Skill development
- Analysis and Evaluation	- Resilience	- Application of skill
- Decision making and problem solving	- Team Work and communication	- Fitness Levels

Within Hands the key assessment will focus on the below with each year group:

Y7 - CONTROL: Understand the components of skills and be able to perform the techniques effectively.

Y8 - PRECISION: Perform the components of skills and refine the techniques for accuracy.

Y9 - FLUENCY: Linking skills and movements together to gain a competitive advantage within a sporting situation.

Y10/11 - ORIGINALITY: Demonstrating creativity to apply techniques and tactics in game situations to overcome opponents.

Ambitious for all:

Wide range of activities offered from trampolining to handball to allow all pupils the opportunities to perform and excel in a range of activities. Curriculum activities are linked directly to an extra curricular timetable which alternates to match the curriculum on a half termly basis. Schemes of learning are differentiated to cater for pupils of all abilities and needs.

Cultural Picture:

The sports we chose for our curriculum are based on the cultural picture of the school as well as the competitive school sports opportunities on offer within the area. We also consider the opportunities for these students to participate outside of school in order to give the best opportunity at a prolonged healthy and active lifestyle.

Our KS3 Learning Journey

Core PE



Athletics and Tennis/Cricket (Athletics/Striking and Fielding)



Rugby and Trampolining (Invasion and Aesthetic)

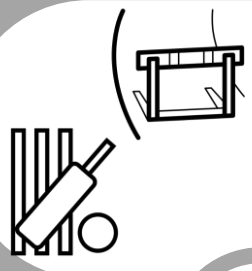
Table Tennis and Basketball/Handball (Net/Wall/Invasion)

Badminton and HRF (Net/Wall/Fitness)

Orienteering

Fluency

Linking skills and movements together aesthetically within a sporting situation



Athletics and Tennis/Cricket (Athletics/Striking and Fielding)

Badminton and HRF (Net/Wall/Fitness)

Football and Gymnastics/Dance (Invasion and Aesthetic)

Year 9



Table Tennis and Basketball/Handball (Net/Wall/Invasion)

Rugby and Trampolining (Invasion and Aesthetic)

Orienteering

Year 8

Precision

Quality within the performance of a skill refined for accuracy



Football and Gymnastics/Dance (Invasion and Aesthetic)

Rugby and Trampolining (Invasion and Aesthetic)

Orienteering

Athletics and Tennis/Cricket (Athletics/Striking and Fielding)



Control

Understand the components of skills and techniques and be able to accumulate effectively

Year 7



Badminton and HRF (Net/Wall/Fitness)

Table Tennis and Basketball/Handball (Net/Wall/Invasion)

Football and Gymnastics/Dance (Invasion and Aesthetic)

Our KS4 Learning Journey

Core PE

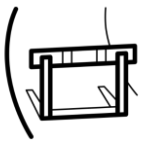


Options



Badminton/Table Tennis
and HRF
(Net/Wall/Fitness)

Orienteering



Football/Basketball and
Trampolining (Invasion and
Aesthetic)



Originality – Demonstrating expression and creativity during game play to overcome opponents using techniques and tactics

Year
11



Athletics and Tennis/Cricket
(Athletics/Net Wall/Striking
and Fielding)



Badminton/Table
Tennis and HRF
(Net/Wall/Fitness)



Originality – Demonstrating expression and creativity during game play to overcome opponents using techniques and tactics

Year
10



Orienteering

Football/Basketball and
Trampolining (Invasion and
Aesthetic)

BTEC Sport

Curriculum Intent – *The BTEC Sport curriculum at St. Wilfrid's aims to provide pupils with the opportunity to explore a range of disciplines within the sport industry to allow pupils to acquire the knowledge to access higher education or pursue a career in the world of sport.*

Year 10/11

To provide an engaging and relevant introduction to the world of sport, to enable pupils to develop and apply knowledge of a range of disciplines, while also developing a range of relevant practical, communication and technical skills.

Pupils explore a wide range of disciplines in the sport industry whilst studying this course by focusing on fitness testing and training for sport and exercise, practical sports performance and sports leadership. This allows pupils to acquire the knowledge and skills that would be used to access higher education or pursue a career in the world of sport, such as working with a client to design a bespoke training programme, analysing sports performance of an individual in their specific sport and leading a sports activity or exercise session to a sporting group.

Year 12/13

To allow pupils to explore a broad range of disciplines in the sports industry through applied learning to directly prepare pupils for higher education courses in a range of sporting disciplines and job roles related to a particular sector.

Pupils explore a wide range of disciplines in the sport industry in an applied context. This provides pupils with specialist knowledge and skills, enabling progression to access higher education or pursue a career in the world of sport, such as working with a client to design a bespoke training programme or plan lifestyle modifications, analysing sports performance of an individual in their specific sport and exploring the fundamentals of skill acquisition, leading a sports activity or exercise session to a sporting group, exploring the psychology behind sports performance and examining the anatomy and physiology of sport and exercise. This is as well as directly exploring business and the sporting world of work by exploring careers pupils aim to pursue post-sixth form.

Course: BTEC Tech Award in Sport

Pearson BTEC Level 1/Level 2 Tech Award in Sport				
Component number	Component title	GLH	Level	How assessed
1	Preparing Participants to Take Part in Sport and Physical Activity	36	1/2	Internal – externally moderated
2	Taking Part and Improving Other Participants Sporting Performance	36	1/2	Internal – externally moderated
3	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	48	1/2	External Synoptic

Overall course description

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

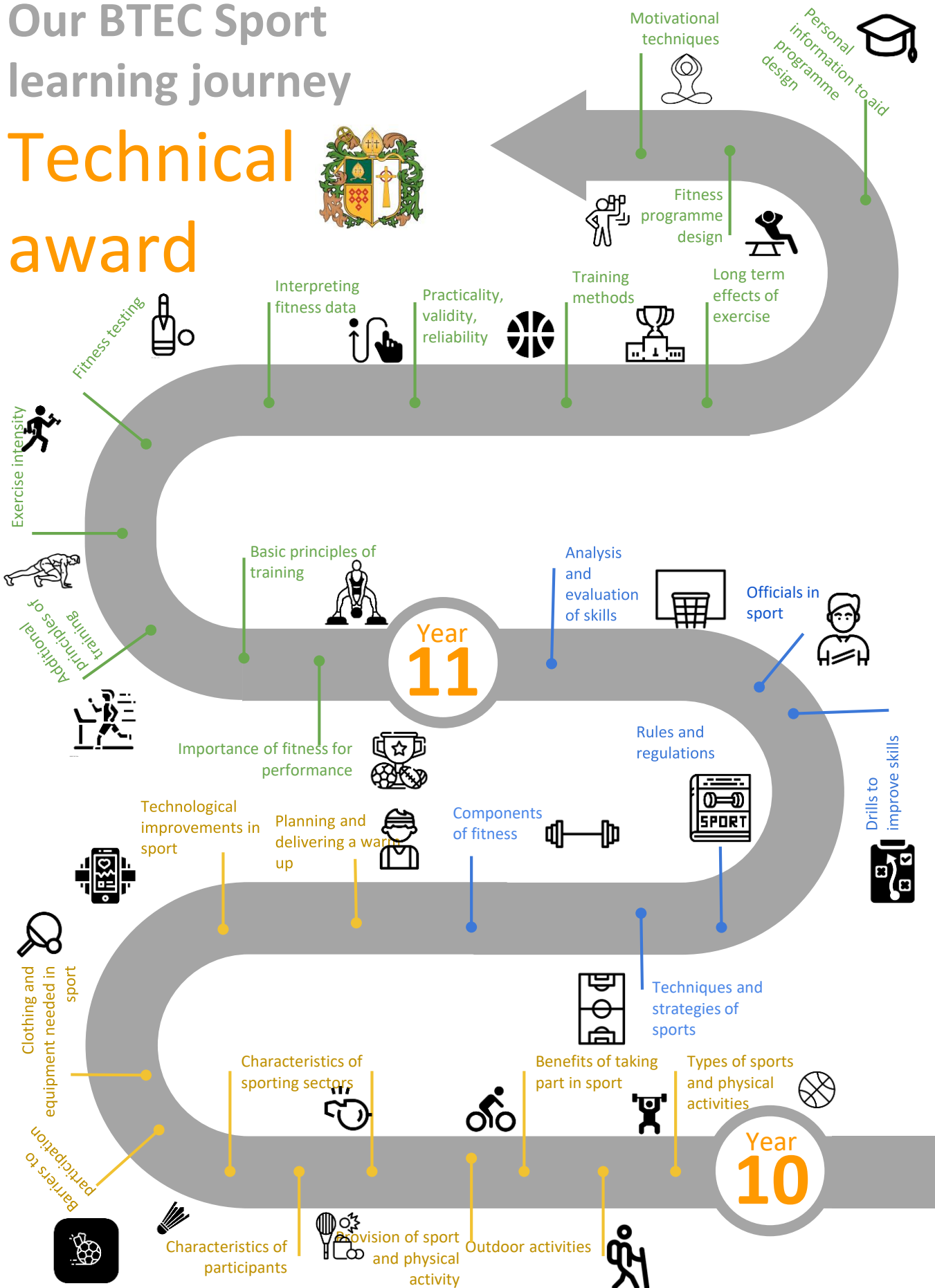
- investigating provisions for sport including equipment and facilities to enhance sport
- planning and delivery of sport drills and sessions
- fitness for sport including fitness testing and methodology.

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level

Our BTEC Sport learning journey

Technical award



Course: BTEC Nationals: Extended Certificate/Diploma/Extended Diploma

Pearson BTEC Level 3 National Extended Certificate in Sport	360 GLH (445 TQT) Equivalent in size to one A Level. 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (67%).	A broad basis of study for the sport sector. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.
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Unit 1 – Anatomy and Physiology in Sport

Unit 2 – Fitness Training and Programming for Health, Sport and Wellbeing

Unit 3 – Professional Development in the Sports Industry

Unit 4 – Sports Leadership

Pearson BTEC Level 3 National Diploma in Sport	720 GLH (895 TQT) Equivalent in size to two A Levels. 9 units of which 6 are mandatory and 3 are external. Mandatory content (75%). External assessment (45%).	This is intended as an Applied General qualification, equivalent in size to two A Levels. It has been designed as part of a two-year programme, normally in conjunction with one or more qualifications at Level 3. This qualification is aimed at learners looking to progress to higher education in this sector.
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Unit 5 – Application of Fitness Testing

Unit 6 – Sports Psychology

Unit 7 – Practical Sports Performance

Unit 22 – Business in Sport

Unit 23 – Skill Acquisition in Sport

Pearson BTEC Level 3 National Extended Diploma in Sport	1080 GLH (1390 TQT) Equivalent in size to three A Levels. 14 units of which 10 are mandatory and 4 are external. Mandatory content (78%). External assessment (42%).	This is intended as an Applied General qualification, equivalent in size to three A Levels. It is a two-year, full-time course that meets entry requirements in its own right for learners who want to progress to higher education courses in sport before entering employment.
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Unit 8 – Coaching for Performance

Unit 9 – Research Methods in Sport

Unit 10 – Sport Event Organisation

Unit 19 – Development and Provision of Sport and Physical Activity

Unit 25 – Rules, Regulation and Officiating in Sport

External Assessment

Our BTEC Sport learning journey

BTEC Sport Level 3



Review and action planning

Job application and interview process

Effectiveness and impact of leadership on a sport and exercise activity

Leading a sport activity

Expectations of leadership

Practical skills required for different leadership styles

Leadership and psychological factors

Psychological factors that could impact on leadership



Personal skills audit for potential careers

Planning personal development towards a career in the sports industry

Maintaining a personal portfolio/record of achievement and experience

Sources of CPD



Careers and jobs in the sports industry and training

Scope and provision of the sports industry

Unit 3

Year 13

Importance and effective use of skills, qualities and characteristics when leading

Skills, qualities, characteristics and application

Different leadership roles

Unit 4



Examine training methods for different components of fitness

Understand training programme design



The effects of exercise and sports performance on the energy systems

Understand programme related nutritional needs

The effects of exercise and sports performance on the respiratory system

The effects of sport and exercise performance on the cardiovascular system



The effects of exercise and sports performance on the muscular system

The effects of exercise and sports performance on the skeletal system

Unit 1

Year 12

Unit 2

Understand the screening processes for training programming



Examine lifestyle factors and their effect on health and well-being

