



## PHYSICAL EDUCATION DEPARTMENT

### Curriculum Overview



The curriculum at West Derby School reflects the aspirations we have for all students. It is designed to be as ambitious as the National Curriculum, offering a first-class education that is rich in knowledge and skills, whilst also being broad and balanced throughout the key stages. In Physical Education we aim to develop confident athletes who fulfil their true potential through an exciting, challenging and interesting range of activities encompassing all areas of the national curriculum.

## Departmental Overview

Our aim in Physical Education is to encourage and enable all students to fulfil their true potential through a broad and balanced range of activities encompassing all areas of the National Curriculum. We also seek to give students the necessary skills, knowledge and understanding so they continue to participate in physical activity and lead healthy lifestyles, once they have left full time education. We also promote pupils to become physically confident in a way which supports their health and fitness. We strive to inspire all pupils to succeed in competitive sport and other activities to build character and help embed values such as fairness and respect.

Since moving into the brand new school back in 2010, our sporting facilities have improved dramatically. We now have an excellent four court multi-use sports hall, which is situated on the first floor above the four large changing rooms on the ground floor. This facility is used all year round, to include many activities such as Badminton, Basketball, Handball and also indoor cricket nets. We also have a purpose built activity room, which is an excellent space to either deliver fitness and/or table tennis based activities. We have an outdoor Multi Use Games Area (MUGA), which is a hard court surface, which accommodates four full size tennis areas. Other facilities include one large sports field, which many games based lessons such as Rugby and Football take place. In the summer term, this changes to accommodate cricket based markings. Also in the summer term, we have an 'off site' large athletics facility (situated on Quarry Field, the old school site). This includes all the key track/field events such as 300m running area, 2 x 100m sprint areas, 2 x jumping pits and designated throwing area. Finally, we also have access to Peter Lloyd's facilities (off-site) adjacent to the school. This is booked throughout the academic year, which includes areas such as 4 x Astro Football pitches, also Fitness/Gym suite (cardiovascular equipment and resistance machines). We also regularly use off site facilities, through school/club links to play extra-curricular sporting fixtures/events, such as Sefton Rugby Club; Maiden Lane Football Pitches and Alder Cricket Club.

The Physical Education Department is comprised of six specialist teachers as follows: -

## Departmental Staff

Mr K Jones	Head of Department / Lead verifier for BTEC courses / Level Two BTEC / OCR Level 2 Sports Studies / Sports Science
Mr M Thomas	Deputy Head teacher / Physical Education Teacher / Line Manager for Physical Education / Level Three Teacher
Mr N Zachariades	Pupil Progress Leader Year 7/ Physical Education Teacher / Level Three BTEC Teacher
Mr S Byrne	Physical Education teacher (core)
Mr L Fraser	Physical Education teacher (support and core)

# Year 7/8/9 Physical Education (KS3)

## Curriculum overview

The initial aim is clearly to provide the students with a varied and enjoyable programme from which they will gain areas of skill and interest on which to build. All work is based on a gradual and phased introduction of activities that may be largely unfamiliar to new entrants to secondary school. Work within Physical Education lessons will incorporate various teaching and learning methods involving individual, small group or large group work. The groups may be mixed ability or like ability. Year 7/8 and 9 have three lessons over a two week timetable. This will consist of two indoor lessons and one out over the two week timetable. The three activities over the two weeks will run for 12 weeks before the next cycle of activities begins. Students will be expected to understand the need to warm-up for particular activities and recover afterwards. Students will practice and perform a range of basic skills related to each activity. Students will learn associated rules and understand simple tactics of each sport. Students will begin to evaluate their own and others' work.

## How the Physical Education department supports SEND pupils

The department maintains an inclusive learning environment which provides learning opportunities for pupils of all abilities. The department responds to SEND needs through providing practical learning experiences and support regardless of ability. Depending upon individual need, differentiated work, personalised, appropriate support and intervention from other adults is built into all Schemes of Work and provided as needed to remove any barriers to learning.

## How the Physical Education department supports more able pupils

High ability pupils are supported in Physical Education through opportunities for meaningful extension work, 'stretch and challenge' tasks and questions in pre-printed booklets and through recognising, then supporting exceptional ability in aspects of Physical Education such as leadership.

## New Knowledge (what we want students to know and understand by the end of each year)

Year 7	Year 8	Year 9
Basketball (passing, footwork, basic defending, set shot, small sided games) Rugby (contact and non-contact variations, pass and receive ball, communication, how to score a try, small sided games) Football (push pass, control, basic defending, shooting, small sided games) Badminton (footwork, grip, recovery, positioning, flick serve, singles) Handball (pass, receiving, communication, special awareness, small sided games) Table tennis (grip, basic serve, umpiring, basic forehand, what outwitting is) Athletics (pacing, long jump, sprinting, teamwork – relay, timing) Health Related Fitness (aerobic endurance, muscular endurance, methods of training) Striking/Fielding (forms of rounders, baseball, softball and cricket) Tennis (grip, footwork, movement, umpire, outwitting) Orienteering (control points, mapping, orientating the map)	Basketball (jump shot, basic lay ups, tactics, 5v5 games) Rugby (tackling, contact and non-contact, line outs, presenting the ball, tactics and evaluation) Football (control different parts of body, heading, variations in passing, defending, 6v6 games) Badminton (overhead clear, drop shot, variations in serve, doubles) Handball (defending, shooting, 3v2, 4v3, evaluations) Table tennis forehand, backhand, smash, doubles play) Athletics (400m, 800m, relay, triple jump, sprinting) Health Related Fitness (baseline testing in muscular endurance and aerobic endurance, healthy lifestyles and how to train outside of school) Striking/Fielding (forms of rounders, baseball, softball and cricket) Tennis (forehand, backhand, serving, lob, doubles) Orienteering (control points, mapping, orientating the map)	Basketball (formations, defending, counter attack, weaves, analysis) Rugby (rucking, mauls, line outs, passing in the right direction, spatial awareness, decision making) Football (turning, running with the ball, decision making, leadership) Badminton (doubles, tactics, analysis, drop shot, smash, disguise) Handball (defending as a team, officiating, tactics, decision making, goal keeping) Table tennis (spin, slice, technique, variations in serve) Athletics (technique, tactics, analysis, running, jumping, shot putt) Health Related Fitness (methods of training, heart rate, recovery, anaerobic, aerobic) Striking/Fielding Tennis (forms of rounders, baseball, softball and cricket) Orienteering (control points, mapping, orientating the map)

## New Skills

Orienteering has recently been added after the overwhelming enjoyment feedback to us from year six boys on entering West Derby. The department have been fully trained and updated in all the recent changes in orienteering.

## Disciplinary Vocabulary

Expected technical vocabulary is shared with pupils through use of keywords in teaching PowerPoints and pre-printed pupil booklets. The school literacy policy is followed when marking/assessing pupil work and subject-specific spellings are corrected on the front of booklets for future reference/use.

Year 7 expected technical vocabulary/spellings		Year 8 expected technical vocabulary/spellings		Year 9 expected technical vocabulary/spellings	
Select	Enjoyment	Applying	Feedback	Analysis	Encouragement
Tactics	Heart rate	Evaluating	Recovery	Confidence	Decision making
Health and fitness	Leadership	Warm ups	Lactic acid	Healthy living	Aerobic
Teamwork	Invasion games	Cool downs	Skills and knowledge	Constructive	Anaerobic

## Prior Learning and Recall

Prior to year 7, each pupil's experience of the subject will have varied greatly. The KS3 course in Physical Education is carefully designed to build on and use, the prior knowledge & skills gained in the previous year to ensure that recall is easy for pupils so that they can begin to quickly master the basic skills, then build on these to make further progress. However, by the end of the Early Years Foundation Stage, most children should be able to:

- Select and apply basic skills
- Use simple tactics and techniques competently and appropriately
- Work in small groups
- Understand the importance of exercise and its benefits

## Examination/Key Assessment

The KS3 course is assessed through a RAG (red, amber, green) assessment task every end of term. The pupil will then take his copy feeding back on his strengths and weaknesses for that term. He will receive three of these in total throughout the year.

## Homework

The task will be detailed on **Satchel One** so that pupils and their parents can easily access the work and deadlines for submission. As it is school policy to set homework, a detention will be issued and/or a letter sent home if they are not completed regularly. Prior to assessments, pupils may receive an increased volume of homework or independent study work. Students may be asked to research certain subject areas and complete specific homework pieces e.g. Components of Fitness (Cardiovascular Fitness or Muscular Endurance) and Observation Skills (How to observe, evaluate performance). In addition students need to practice and develop movement skills for each activity covered.

## How parents can help

By ensuring that your son has the correct P.E. kit for each activity as shown on his timetable. (Indoor/outdoor lessons, football boots are essential in the winter months)

2. By naming all items of his P.E. Kit.
3. By ensuring that your son participates fully in the physical education programme.
4. By encouraging your son to attend clubs or after school practices/matches. Your support at the games field will be much appreciated when we can.

# Year 10/11 Physical Education (KS4)

## Curriculum Overview

The overall aim in year 10-11 Core PE is for students to build upon the solid foundation in years 7, 8 and 9. To improve or refine their physical, mental and social skills in PE. In each activity they should aim to become more competent, confident and expert in their techniques and apply them across different sports and activities. They should understand what makes an effective performance and how to apply these principles to their own and others' work. Comparing performances with previous ones to achieve their personal best is very important in KS4. Throughout the year students will be given opportunities to engage in health promoting physical activity. They will also be encouraged to take part in competitive sports and activities outside school through community links or sports clubs. Year 10 and 11, the boys will have one lesson per week barring separate science who will have two. Each activity lasts approximately six weeks. Students will be expected to understand why it is essential to be fit and healthy. They will also be expected to practice and perform more complex skills associated with each activity covered. Students will be expected to plan and apply tactics and adapt them accordingly to changing situations in game play. They must work effectively with others to plan sequences/compositions. Students will also be expected to critically evaluate their own and others' performances. Students will develop their leadership skills, in particular developing a variety of roles within lessons such as captain, umpire, coach etc.

## Examinations/Key Assessments

Students will be assessed through; practical performance; knowledge and understanding of rules/tactics; ability to plan sequences and evaluation skills, being able to comment on their own and others' performances. Teachers assess students work in PE as they are working during lessons. Teachers record the progress made by students against the scheme of work and learning objectives for their lessons. At the end of a unit of work, teachers make a judgement using the PE assessment scores and record this information on the students' individual progress sheets.

## Prior Learning and Recall

Prior to year 10, each pupil's experience of the subject will have varied greatly. The KS3 course in Physical Education is carefully designed to build on and use. The prior knowledge and skills gained in the previous year to ensure that recall is easy for pupils so that they can begin to quickly master more complex skills, then build on these to make further progress. However, by the end of year 9, most children should be able to:

- Select and apply more complex skills
- Use tactics, formations and techniques competently and appropriately to outwit opponents
- Work in larger groups
- Understand the importance of exercise and its benefits outside of school

## Disciplinary Vocabulary

### Year 10

Basketball (focus on tactics, man to man, half-court defence and zone defence)  
Rugby (contact and non-contact variations, variations in tactics, larger sided games)  
Football (tactics and formations)  
Badminton (tactics in singles and doubles)  
Athletics (pacing, long jump, sprinting, teamwork – relay, timing)

### Year 11

Basketball focus on tactics, man to man, half-court defence and zone defence ()  
Rugby (tackling, contact and non-contact, line outs, presenting the ball, tactics and evaluation)  
Football (tactics and formations)  
Badminton (tactics in single and doubles)  
Athletics (400m, 800m, relay, triple jump, sprinting)  
Health Related Fitness (baseline testing in muscular endurance and aerobic endurance, healthy

Health Related Fitness (aerobic endurance, muscular endurance, methods of training) Striking/Fielding (forms of rounders, baseball, softball and cricket)	lifestyles and how to train outside of school) Striking/Fielding (forms of rounders, baseball, softball and cricket) Tennis (singles and doubles tactics)
--------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------

Year 10 expected technical vocabulary/spellings	Year 11 expected technical vocabulary/spellings
Select Tactics Health and fitness Teamwork	Analyse Evaluating Warm ups Cool downs
Enjoyment Heart rate Leadership Invasion games	Feedback Recovery/oxygen debt Lactic acid Skills and knowledge

### How parents can help

- By ensuring that your son has the correct P.E. kit for each activity as shown on his timetable. (Indoor/outdoor lessons, football boots are essential in the winter months)
2. By naming all items of his P.E. Kit.
  3. By ensuring that your son participates fully in the physical education programme.
  4. By encouraging your son to attend clubs or after school practices/matches. Your support at the games field will be much appreciated when we can.

# Year 10-11 Physical Education (KS4 Examination)

## Examination/Specification Board

Oxford and Cambridge and RSA Qualifications (OCR)

## Curriculum Overview

This is a vocational qualification (OCR) and has been designed to provide an engaging and stimulating introduction to the world of sport. This course is also popular and effective because it encourages learners to take responsibility for their own learning and to develop skills that are essential for the modern day workplace. Some of these skills include: teamwork, working to deadlines, presenting information effectively. Students can be awarded Level 1 Pass; Level 2 Pass, Level 2 Merit, Level 2 Distinction and Level 2 Distinction\*. The course consists of 3 units. One unit will be externally assessed with an online exam. The other two units will be internally assessed (coursework) with a sample of fifteen pieces of pupil's work being sent out to be externally verified. Topics include for Sports Studies J829:

- R183 Contemporary studies exam (mandatory)
- R185 Sports Leadership (mandatory)
- R186 Sport and the Media (teacher option)

As of September 2023, our year 10 cohort will embark upon the new OCR specification J828 (Sports Science). The units will consist of R183 Nutrition and Sports Performance (20%), R181 Applying the Principles of Training and Fitness (40%). Finally, the exam unit (40%) is R180 Reducing the Risk of Sports Injury and Dealing with Common Medical Conditions. All work is set and returned via *Microsoft Teams*.

### How the Physical Education department supports SEND pupils

The department maintains an inclusive learning environment which provides learning opportunities for pupils of all abilities. The department responds to SEND needs through providing practical learning experiences and support regardless of ability. Depending upon individual need, differentiated work, personalised, appropriate support and intervention from other adults is built into all Schemes of Work and provided as needed to remove any barriers to learning.

### How the Physical Education department supports more able pupils

High ability pupils are supported in Physical Education through opportunities for meaningful extension work, 'stretch and challenge' tasks and questions in pre-printed booklets and through recognising extended writing tasks, then supporting exceptional ability in aspects of Physical Education such as leadership, leading buddy systems with other pupils to support them in the classroom.

### New Knowledge (what we want students to know and understand by the end of each year)

<p><b>Year 10</b>            Unit 5 Sports Performer in Action            Short term effects of exercise on the musculoskeletal system            Short term effects of exercise on the cardiorespiratory system            Long term effects of exercise on the musculoskeletal system            Long term effects of exercise on the cardiorespiratory system            Unit 1 Fitness for Sport exercise (exam)</p>	<p><b>Year 11</b>            Unit 2 Practical sports (table tennis and football)            Rules and regulations            Skills and tactics            Evaluating performance              Unit 3 Training for personal fitness            Designing a six week training fitness programme</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Year 10 expected technical vocabulary/spellings</b>		<b>Year 11 expected technical vocabulary/spellings</b>	
Synovial Range of movement Micro tears Hypertrophy	Vaso dilation Vaso constriction Homeostasis Atrophy	Evaluating Planning Compare and contrast Checklist	Decision making Nutrition Preparation Execution

### Prior Learning and Recall

Prior to year 10, each pupil's experience of the subject will have varied greatly, learning various anatomical information, health and fitness knowledge to take forward into the KS4 course. The KS4 course in Physical Education is carefully designed to build on and use, the prior knowledge & skills gained in the previous year to ensure that recall is easy for pupils so that they can begin to quickly master what the demands of the course will entail.

### How parents can help

By ensuring that your son has the correct P.E. kit for each activity as shown on his timetable. (Indoor/outdoor lessons, football boots are essential in the winter months)

2. By naming all items of his P.E. Kit.
3. By ensuring that your son participates fully in the physical education programme.
4. By encouraging your son to attend clubs or after school practices/matches. Your support at the games field will be much appreciated when we can.



# Year 12/13 Sports and Exercise Science (KS5 Examination)

## Examination/Specification Board

EDEXCEL (BTEC) Level 3 (NQF) National Extended Certificate in Sport

## Curriculum Overview

A BTEC National in Sport is one of the most popular BTEC courses. It is a vocational qualification that will help prepare you for a huge range of careers. You may be thinking of pursuing a career either as an elite sports performer or as a coach. At present, there are around 1.2 million coaches in Britain. You may be considering joining the health and fitness industry as an exercise professional. Research demonstrates a clear link between an active lifestyle and good health. As a result, the health and fitness industry has grown substantially over the last 10 years. There is a huge demand for exercise professionals, and there are good employment opportunities. In your BTEC course, you will be studying a wide range of units; all related to sport. You will learn about your body and how it responds to exercise. This will help you to understand how and why your body responds to training and how training programmes can be devised for health, sport and well-being.

Unit 1: Anatomy and Physiology (25%), Unit 2: Fitness Training and Programming for Health, Sport and Well-being (25%), Unit 3: Professional Development in the Sports Industry (25%), Unit 3: Professional Development in the Sports Industry (25%).

### WHERE NEXT?

Employment or continue their studies at University.

Sports science, working with elite athletes.

Sports coaching.

Physiotherapy.

PE teaching.

Sports related law / Sports related journalism.

Leisure management / Sports marketing.

## How the Physical Education department supports SEND pupils

The department maintains an inclusive learning environment which provides learning opportunities for pupils of all abilities. The department responds to SEND needs through providing practical learning experiences and support regardless of ability. Depending upon individual need, differentiated work, personalised, appropriate support and intervention from other adults is built into all Schemes of Work and provided as needed to remove any barriers to learning.

## How the Physical Education department supports more able pupils

High ability pupils are supported in Physical Education through opportunities for meaningful extension work, 'stretch and challenge' tasks and questions in pre-printed booklets and through recognising extended writing tasks, then supporting exceptional ability in aspects of Physical Education such as leadership, leading buddy systems with other pupils to support them in the classroom.

**New Knowledge (what we want students to know and understand by the end of each year)**

**Year 12**

Students complete 2 units.

**Unit 1 - Anatomy and Physiology:**

Exam

Skeletal system. Muscular system. Cardiovascular system. Respiratory system.

Energy systems.

**Unit 3 – Professional development in the Sports Industry:**

Coursework - Assignment

Students will have the opportunity to **research** the different possible **careers** and the associated job roles in the sports industry.

**Year 13**

Students complete 2 units.

**Unit 2 – Fitness Training and Programming for Health, Sport and wellbeing:**

To work in the health and fitness industry.

**Assess clients.** Training programmes.

Screening clients and assessing their lifestyle and nutritional intake.

**Exam** - individual's current lifestyle, suggest modifications to help improve the individual's fitness, health and overall well-being.

**Unit 5 – Application of Fitness Testing:**

Coursework – Assignment

Learners gain an understanding of the requirements of fitness testing and learn how to safely conduct a range of fitness tests for different components of fitness.

**Year 12 expected technical vocabulary/spellings**

Physiological factors

Body systems

Breathing system

Anaerobic/aerobic fitness

Muscular endurance

Muscular strength

Explosive strength

Alveoli

Blood cell production

Blood pressure

Carbohydrate loading

Carbon dioxide

Cardiac muscle

Circulatory system

Fats

**Resources** - aimed at developing sport.

**Commercialisation** - The way something is managed or exploited in order to make a profit.

**Sports development** - To work with individuals groups and organisations to increase participation in sport and physical activity of all kinds.

**Sports development stakeholders** - Anyone who has an interest in the value that the organisation creates. Stakeholders may be owners, customers, sponsors, employees, volunteers and government agencies.

**Year 13 expected technical vocabulary/spellings**

Psychological benefits

Attitudes of society

Environmental aspects of provision

Governing bodies

Funding

Promoting participation

Provision

Regional

Socio-economic

User groups

Cultural aspects

National providers

Private sports

Sponsorship

**State/Name** - Learners give a definition or example.

**Describe** - Learners give an account, or details, of 'something' or give an account of a 'process'.

**Discuss** - Learners identify the issue/situation/problem/ argument that is being assessed in the question given, exploring all aspects and investigating fully.

**Evaluate** - Learners review information before bringing it together to form a conclusion or come to a supported judgement of a subject's qualities in relation to its context, drawing on evidence: strengths, weaknesses, alternative actions, relevant data or information.

**Wider sports context** - The wider community and other organisations in the same sport. Participants, volunteers, owners, customers, sponsors, employees, volunteers, government agencies.

**State/Name** - Learners give a definition or example.

**Describe** - Learners give an account, or details, of 'something' or give an account of a 'process'.

**Discuss** - Learners identify the issue/situation/problem/ argument that is being assessed in the question given, exploring all aspects and investigating fully.

**Evaluate** - Learners review information before bringing it together to form a conclusion or come to a supported judgement of a subject's qualities in relation to its context, drawing on evidence: strengths, weaknesses, alternative actions, relevant data or information.

**Explain** - Learners convey understanding by making a point/statement or by linking the point/statement with a justification/expansion

**Analyse** - Learners examine in detail in order to discover the meaning or essential features of a theme, topic or situation, or break something down into its components or examining factors methodically and in detail. To identify separate factors, say how they are related and explain how each one contributes to the topic.

**Justification** - Learners give reasons or evidence to:

- support an opinion and or decision
- prove something right or reasonable.

**Explain** - Learners convey understanding by making a point/statement or by linking the point/statement with a justification/expansion

**Analyse** - Learners examine in detail in order to discover the meaning or essential features of a theme, topic or situation, or break something down into its components or examining factors methodically and in detail. To identify separate factors, say how they are related and explain how each one contributes to the topic.

**Justification** - Learners give reasons or evidence to:

- support an opinion and or decision
- prove something right or reasonable.

### Prior Learning and Recall

Learners can progress onto the Level 3 BTEC Sport course via two routes the first route is through the KS4 BTEC Sport PE subject and the second route is through an interview with the Head of Sixth Form. Students who progress onto this course will normally arrive with a sound knowledge of Anatomy and Physiology, an understanding of the Components of Fitness and an understanding of Methods of Fitness Testing.

The BTEC National Sport course requires the learners to practice and develop cognitive and problem-solving skills, use critical thinking, develop intrapersonal skills and work collaboratively.

#### **The transferable skills that are required and valued include:**

The ability to learn independently. The ability to research actively and methodically. Being able to give presentations and being active group members. BTEC Nationals Sport learners are also required to be able to read technical texts, capable of effective writing and have good analytical skills.

### How parents can help

To be successful at Level 3 BTEC Sport it is necessary to do a lot of work outside of lessons. Therefore parents can support us by ensuring learners partake in independent study. The kind of independent study we will expect to see includes –

- Summary notes for each topic.
- Definitions of keywords for each topic.
- Looking at newspaper reports and TV news reports relevant to the topic.
- Summaries and notes on relevant / interesting research from the above media areas.
- Completing assignments and tasks.