



**LYNDON SCHOOL
PHYSICAL EDUCATION
CURRICULUM
KEY STAGE 3
&
KEY STAGE 4**

Aims of the Physical Education National Curriculum

The National Curriculum for Physical Education aims to ensure that all pupils:

- 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.

Lyndon School Physical Education Curriculum Intent

Our Physical Education curriculum is designed to develop a lifelong love of physical activity and sport. We will achieve this through:

- Teaching a broad and balanced Physical Education curriculum
- Teaching fun and engaging lessons that allow all students to achieve success and remain physically active for sustained periods of time.
- Providing extra-curricular opportunities to enhance sporting experiences and create life long memories.

Physical Education Curriculum

Key Stage 3

At Key Stage 3 we aim to offer and teach a wide range of sports/activities to provide a broad and balanced curriculum. Due to the facilities available at any one time, it is not possible for all students to follow exactly the same curriculum diet, however all students will be taught activities from the table below.

Term	Activities
Autumn and Spring Term	Badminton, Basketball, Football, Gymnastics, Health Related Fitness, Netball, Rugby, Table Tennis
Summer Term	Athletics (run, throw, jump) Rounders, Cricket, Softball

Activities will be taught during 'traditional' terms, the rationale for this is:

- To minimise lesson disruption due to the weather.
- To teach activities during the appropriate sporting season.
- For health and safety reasons e.g soft ground for rugby, dry ground for javelin.

Activities will be taught for an 8 lesson block, this timeframe allows students the opportunity to progress by developing their skills, tactics and understanding of the particular sport. Students will receive three 75 minute lessons per fortnight.

Key Stage 4

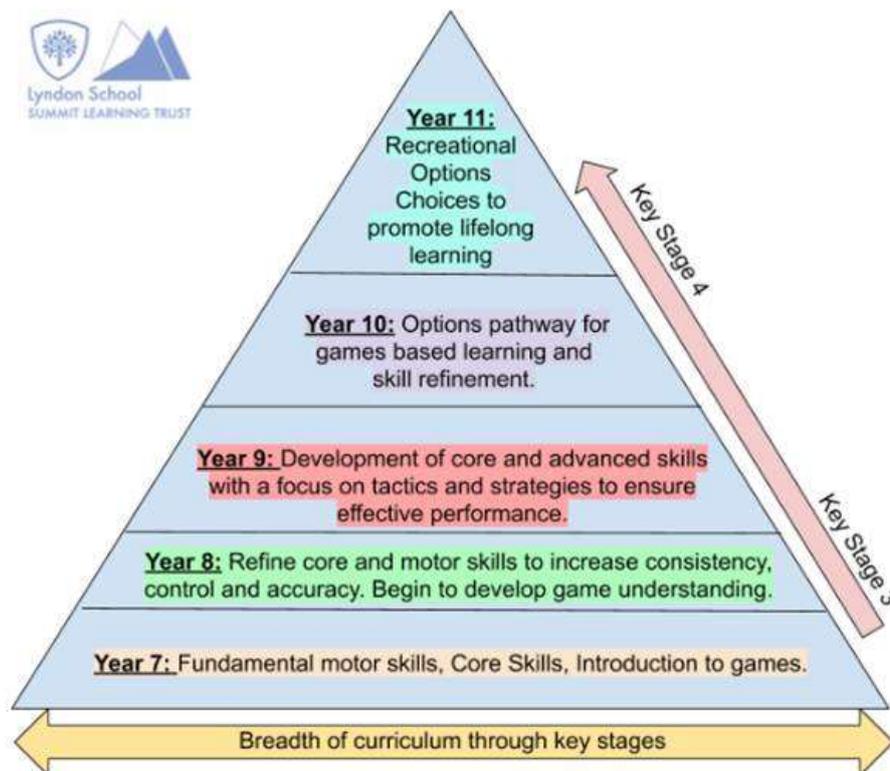
At Key Stage 4 we recognise that student engagement is a key priority. Therefore in year 10 we allow students the opportunity to select a pathway of sporting activities that may be more suited to their personal skills and interests. Students will choose to follow one of the four listed pathways, each pathway will contain four sports/activities that will be followed for a half term each.

1. Games
2. Net Sports
3. Creative
4. Alternative

In year 11 a range of different sporting activities will be offered for PE lessons and students will select which activity they will participate in for that term. Our focus with year 11 is on providing recreational PE to enhance student mental and physical well-being during the examination year and for students to leave school with a positive attitude towards Physical Education.

At Key Stage 4 Students will receive one 75 minute Physical Education lesson per week. Where possible, these lessons will focus on students learning through either games or competition.

The curriculum triangle below demonstrates the progression through Key Stage 3 to Key Stage 4.



Curriculum Map Key Stage 3

Overview of units of work	Length of Unit: 8 Lessons (5/6 weeks)
<p><u>Assessment:</u> End of unit assessment (Developing 1 – Extended 3), this is based on formative teacher assessment over the course of the unit of work. Peer and self-assessment will also be used during the unit of work.</p> <p>Students will be assessed through:</p> <ul style="list-style-type: none">• Performing skills in isolation.• Performing skills in conditioned/small sided games/routines• Understanding and applying the rules of the game/activity• Demonstrating personal/group warm up's and cool down's.• Demonstrating an understanding of topics covered through verbal responses to questioning.	
<p><u>Cross Curricular PE:</u></p> <ul style="list-style-type: none">• Spatial awareness transferred from other invasion based games.• Evasion of opponents transferred from other invasion based games.• Team work transferred from other team based sports.• Fundamental movement skills transferred from other cross-curricular activities• Communication transferred from all sports/activities to be successful against an opponent/situation.	
<p><u>Cross Curricular School (Schemas):</u></p> <p>Year 7</p> <ul style="list-style-type: none">• Simple understanding of the human body's response to exercise e.g increased heart/breathing rate (Science).• Use of distance, time and scoring/counting and (Mathematics)• Know the components of fitness required to perform effectively (Sports Science)	

- Know why we warm up and cool down and how to carry out a simple version of each (Sports Science)
- Taking part in activity to support a healthy active lifestyle (Science/Food Technology/Aspire/Sports Science)

Year 8

- Knowledge of the muscular/skeletal (Science)
- Use of biomechanics within sport (angles and shapes) (Mathematics)
- Describe how the components of fitness are used (Sports Science)
- Be able to carry out a 5 part warm up and 2 part cool down (Sports Science)
- Taking part in activity to support a healthy active lifestyle (Science/Food Technology/Aspire/Sports Science)

Year 9

- Know how a sports performer can adapt their diet to improve their performance (Food technology/Sports Science)
- Know training methods that could be used to improve a sports performance (Sports Science)
- Understand the energy pathways that are used when taking part in sport/activities (Science/Sports Science)
- Responding to an injury in sport (Sports Science)
- Taking part in activity to support a healthy active lifestyle (Science/Food Technology/Aspire/Sports Science)

Cultural Capital (skills, knowledge, experiences):

- Team work (working with a group of students to achieve a goal)
- Developing independence through individual liberty and key decision making
- Communication (communicating with other team mates, listening to other people's opinions)
- Organisation (self-organisation to bring correct equipment/kit to the lesson. Organising others to work effectively within a team)
- Resilience (responding to set backs such as team losing, playing against a stronger team, not being teamed up with friends)

- Competition (experiencing working as a team or as an individual to try and win)
- Problem Solving (Using tactics/team strategies to stop an opponent or reduce threat of other team)
- Creativity (Being creative to find ways to outwit an opponent)
- Respecting the rules of the sport and respecting officials and other participants (rule of law/mutual respect/tolerance)
- Taking part in activity to support a healthy active lifestyle (Science/Food Technology/Aspire/Sports Science)

Career Links:

Students will learn key topics and skills that will provide a foundation of knowledge and experience for future employment in occupations such as personal training/fitness instructing, coaching/teaching, physiotherapy and sports science.

Extra-Curricular Opportunities:

- Encourage students to attend after school clubs and participate in intra school sport.
- Identify more able players to represent the school teams in Solihull borough and regional competitions.
- Encourage and signpost students with a passion for sports to join a local community club.

Sequencing

Students will start every unit of work with a high variation in skill level, playing experience and knowledge. Students will typically follow the sequencing below, however certain groups of students may be accelerated through the scheme of works/tasks to stretch and challenge. Whereas other groups may revisit previous lessons to consolidate learning.

Sequencing: Football

Year 7

Students will begin with core skills such as side foot passing, ball control, tackling, heading, dribbling and turning. These will be taught as isolated practices to begin with, this will be followed by conditioned drills to practice the skills under various amounts of

pressure. This is to practise the application of the skills and to teach and assess decision making. Students will be given the opportunity at various points to play small sided games only (SSG). The rationale for this is to maximise the number of touches of the football for each individual, SSG where possible will have conditions in place to practise the skill taught in the lesson. Students will have the opportunity to demonstrate the advanced skills in game play. The core rules of football will be taught so that games can be played safely, fairly but without impacting on progress.

Year 8

Students will continue to develop their core skills in order to improve consistency and accuracy. However more focus will be given to conditioned drills and small sided games in order to enhance decision making and application of the skills. Students will be given the opportunity in lessons to demonstrate advanced skills. Further footballing rules will be drip fed into the lessons to increase footballing knowledge.

Year 9 Students will continue to develop core and advanced skills through conditioned drills and SSG to consolidate learning. More emphasis will be placed on tactics and strategies in game play. Students will be introduced to the concept of improving performance through Sports Science. Laws/Rules of the game will continue to be introduced/re-enforced, with students expected to play and officiate applying the rules correctly.

Sequencing: Gymnastics

Year 7

Students will begin with fundamental core floor skills (forward and backward rolls, headstand, cartwheel, handstand, balances, travel and routines) so that they can perform skills correctly and safely. This will be taught as isolated practices to begin with, this will then be slowly moved into combining skills together to create a routine which will be judged or assessed.

Year 8

Students will be introduced to a different section of gymnastics (flight). Students will be taught how to successfully prepare for a vault including the run up, pre-jump, take off, pre-flight, thrusting from the hands, post-flight and landing. Students will be taught the main core vaults (squat through, straddle, and gate) and for those that are ready, students will be given the opportunity to demonstrate advanced skills of handstand flat back and handsprings off of a box top.

Gymnastics vaulting rules will be drip fed into the lessons to increase gymnastics knowledge.

Year 9

Students will continue to develop their core vaults and will begin to practice more advanced vaults (Squat through long ways, straddle through long ways, handsprings, half on half off & half on full off vault). More emphasis will be placed on the execution and difficulty in competitions. Students will be introduced to the concept of biomechanics in gymnastics. Students will be expected to know how to judge a vault correctly.

Sequencing: Badminton

Year 7

Students will begin with learning the core skills such as serving, rallying and clearing. These skills will be taught in isolated or conditioned drills before advancing to playing against an opponent. Students will also be taught how to play a half court singles games with a focus on the core rules, simple strategy and basic umpiring.

Year 8

Students will continue to develop the core skills learned in year 7 with an emphasis on using shots to your advantage in a game and increasing accuracy and consistency. Students will begin to link shots through deliberate sequences. Students will continue to develop their understanding of the rules and strategy though half court games, as well as being introduced to doubles badminton.

Year 9

Year 9 lessons will place greater emphasis on game play and strategy. Students will also learn about running their own tournaments for both singles and doubles badminton. Where appropriate students will continue to increase their range of shots by adding the drive shot and the smash shots to their bank of shots. Students will be expected to be able to umpire correctly demonstrating their understanding of the rules of the sport.

Sequencing: Basketball

Year 7 Students will begin with core skills such as dribbling, ball control, footwork, passing, and shooting. These will be taught as isolated practices to begin with, this will be followed by conditioned drills to practice the skills under various amounts of pressure. This is to practise the application of the skills and to teach and assess decision making. Students will be given the opportunity at various points to play games. Games, where

possible will have conditions in place to practise the skill taught in the lesson. Students will have the opportunity to demonstrate the advanced skills in game play. The core rules of basketball will be taught so that games can be played safely, fairly but without impacting on progress.

Year 8

Students will continue to develop their core skills in order to improve consistency and accuracy. However more focus will be given to conditioned drills and small sided games in order to enhance decision making and application of the skills. Students will be given the opportunity in lessons to demonstrate advanced skills. Further basketball rules will be drip fed into the lessons to increase knowledge of the sport

Year 9

Students will continue to develop core and advanced skills through conditioned drills and gameplay to consolidate learning. More emphasis will be placed on tactics and strategies in game situations such as zonal marking, fast breaks and player positions. Students will be introduced to the concept of improving performance through Sports Science. Rules of the game will continue to be introduced/re-enforced, with students expected to play and officiate applying the rules correctly.

Sequencing: Rugby

Year 7

Students will begin with core skills such as ball familiarisation, passing and supporting, and simple evasion techniques. These will be taught through a combination of isolated practices and conditioned drills to practice the skills under various amounts of pressure. Games will begin as touch rugby to develop game understanding without the added confusion/fear of contact Rugby. As the group improves, contact skills such as tackling and rucking will be taught and introduced. However, this is very much is dependent on the skill level, confidence and behaviour of the class. The core rules of Rugby will be taught so that games can be played safely, fairly but without impacting on progress.

Year 8

In year eight the core skills will continue to be developed, however more emphasis will be placed on practising these skills in conditioned games rather than in isolation so that decision making can be practised. Where appropriate contact rugby will continue to be introduced with new rules explained and tactics such as attacking/defensive lines put into

practice through gameplay. In contact situations, groups will be split by size and physical maturity for safety reasons and to keep students confidence and engagement levels high

Year 9

In year 9 students will move quickly into games, however for safety reasons contact skills such as tackling and rucking will be re-taught. Many lessons will use the teaching games for understanding (TGfU) approach to keep students active and engaged as much as possible. More complex rules will be introduced, such as rules at the breakdown. Students will also be encouraged to lead their teams and help organise defensive and attacking lines. Students will be encouraged to problem solve and develop tactics and strategies to help outwit their opponents.

Sequencing: Netball

Year 7

Students will be introduced to the key skills of netball including passing and catching, footwork, getting free, defending, shooting, positions and centre passes. This will be taught using a range of isolated practices leading into small sided and conditioned games, with the aim of students to apply all of these fundamental skills into full game play using key rules.

Year 8

Students will be developing key skills they learnt in year 7 to increase their skill level and tactical understanding. More emphasis will be given to more difficult skills such as developing passing and possession on the move, getting free using the hold and lunge and the roll, defending with emphasis on interceptions, creating space, developing shooting technique, set plays and tactics. More key netball rules will be introduced at intervals throughout the unit. Students will also be learning how you can apply different components of fitness into Netball.

Year 9

Students will continue to improve on their skills learnt in year 7 and 8, however the skills being taught will be at a more advanced level. Students will be learning strategies and tactics including attacking play concepts, front and back cuts by reading the defence, zonal defence, rebounding your shots, feeding and defending the circle, tactics and officiating. Students will be able to have a more complete game of netball with more difficult skills being evident. Students will also be introduced to officiating games using the

full rules. Emphasis will be placed on tactics and strategy to outwit opponents at this stage, not just execution of the skills themselves.

Sequencing: Athletics

Year 7

Students are introduced to a range of athletic events covering running (100m, 200m, 300m, 800m, 1500m, relay) throwing (shot put, discus and javelin) and jumping (long jump). Techniques are taught to the students to allow them to achieve their personal best for each event. Students are taught the main rules of the different events and how in competition the winner is decided.

Year 8

Students continue to develop their understanding and ability to perform the skills needed to achieve their personal best across the range of athletic events. Students are encouraged to aim to beat their own performances from year seven, as well as being given aspirational targets set by the national governing body. Due to physiological changes students are now allowed to learn the triple jump in addition to the long jump. Students are encouraged to develop the skills of resilience and determination when performing.

Year 9

Once again, students are encouraged to try and beat their personal best from year seven and eight across the range of athletic events. More emphasis is placed on skill development in year 9, with students considering how performances can be improved through changes to technique and tactics, such as angle of release or pacing strategies. Students are continued to be taught the rules of each event, plus how events are carried out in competition.

Sequencing: Rounders

Year 7 Students will be taught the core skills of batting, bowling and fielding through isolated practices and will be introduced to the basic rules of rounders, however this will be teacher led. Simple tactics are introduced to allow students to begin thinking of how to outwit their opponents. Students will have lots of opportunities to play and enjoy the game.

Year 8 The core skills of batting, bowling and fielding will continue to be developed to improve accuracy and consistency. However more advanced skills such as one handed

catching, backstop to first post drills will be introduced. Students will continue to learn through playing games, with different scenarios explained to the group, to develop their knowledge and understanding of tactics.

Year 9

In year 9, the focus will be on gameplay, tactics and officiating. Students will learn a greater number of the rules and will be given the opportunity to officiate games to demonstrate and apply their understanding. The teaching of tactics will also be key with students encouraged to consider how they can outwit their opponent as both an individual and as part of a team. Finally, students will still be given opportunity to further develop core and advanced skills through drills and gameplay.

Sequencing: Cricket

Year 7

Students will learn the core skills of grip, batting stance, simple shot selection, bowling and basic fielding techniques. Rules of the game will be introduced slowly, this will enable the students to play simpler versions of Cricket. Students will be given the chance to practise skills in isolated practices, conditioned practices and small games.

Year 8

Students will continue to develop the accuracy and consistency of their core skills, in addition to learning more advanced skills such as a wider range of batting shots, running between the wickets, bowling styles and more advanced fielding techniques such as backing and one handed pick up's. Rules of the game will continue to be drip fed into gameplay situations. Students will be encouraged to start to think about how they can outwit their opponents as individuals and as part of a team.

Year 9

Students will play various versions of the game (circular cricket/pairs cricket/nonstop cricket) to continue to develop their skills and understanding of the sport. Rules and tactics will continue to be explained to the students, with them given the opportunity to practise these in game situations. Core/advanced skills will continue to be developed through practice situations to allow for greater consistency, accuracy and control when performing.

Extra-Curricular Clubs/Teams

We offer a wide range of extra-curricular clubs that are open to **all** students across both Key Stage 3 and 4. These include football, netball, gymnastics, badminton, basketball, rugby, table tennis, cricket, rounders and athletics.

Students are also given the opportunity to represent the school both locally and regionally in a range of matches/competitions including; football, netball, cricket, swimming, gymnastics, indoor rowing, indoor/outdoor athletics, basketball and rounders.

Intra school competitions are also offered including a whole school Sports day, plus various other sporting tournaments/competitions throughout the school year.

Residential Trips

An overseas ski trip is offered every second year by the school, in recent years we have visited a number of resorts on the East coast of America.

British Values

We are committed to supporting British values (democracy, rule of law, mutual respect, tolerance of others, individual liberty), for all students throughout all of our Physical Education lessons. We achieve this through:

British Value	Examples
Democracy	<ul style="list-style-type: none">• Students know how to behave in PE in a way that is acceptable socially.• Students understand and accept the roles of captain, vice captain, team players, coaches and volunteers.• Students can work individually and in teams and make informed choices.• Students are fully engaged in all lessons• The extra-curricular programme is inclusive and activities are well attended.
Rule of Law	<ul style="list-style-type: none">• Students can play within the rules in any activity.• Students can understand the need for rules and adhere to them.• Students adhere to and understand the rules of safety. All pupils can solve problems on their own or with others.• Students demonstrate good social skills.• Students know and adhere to the rules and social etiquettes related to any type of competition.
Individual Liberty	<ul style="list-style-type: none">• Students respect individual differences and are confident to express their opinions and respect others' views.• Students are able to make judgements about their own and others' performances.

	<ul style="list-style-type: none"> • Students feel safe in curricular and extracurricular activities and during off site visits.
Mutual Respect and Tolerance of others	<ul style="list-style-type: none"> • Students avoid stereotyping groups. • Students can articulate their own beliefs. • Students respect PE equipment and school buildings/facilities. • Students respect venues and external staff during off site visits. • Students know the values of the school and PE, contribute to their development, and accept rewards and sanctions. • Students can access competition within and outside of the school and demonstrate appropriate behaviour and regard for rules and regulations.

SMSC

In Physical Education at Lyndon, we also focus on improving the Spiritual, Moral, Social and Cultural (SMSC) skills of the students, in order for them to develop into well rounded young people. We achieve this through:

Spiritual	<ul style="list-style-type: none"> • Students develop their knowledge and understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability. • Through sports such as gymnastics, students are being creative, expressing feelings and emotions in their performances. • Allowing students' reflection time to evaluate their experiences allows them to build a positive mindset. • Students will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.
Moral	<ul style="list-style-type: none"> • Living a healthy lifestyle and promoting healthy living is apparent in each P.E lesson at Lyndon. • Students develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. • The frequent opportunity given to pupils to umpire and referee supports the importance of abiding by rules. • Students are challenged to consider ethical and moral issues by discussing the use of enhancement drugs in sport and how fair or unfair this may be.
Social	<ul style="list-style-type: none"> • The nature of PE allows all pupils to develop the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating

	<p>sequences in groups, co-operation with others is paramount to success.</p> <ul style="list-style-type: none"> • Giving the pupils roles such as leaders, coaches, or umpires, and offers pupils the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. • Students are encouraged to reflect upon feelings of enjoyment and determination.
Cultural	<ul style="list-style-type: none"> • Students recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. • Compassion and respect for other culture and traditions is also displayed by all when exploring unfamiliar games . • Students will discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in. • Students will get the opportunity during extra-curricular fixtures/events to visit and observe different areas of the city and region.

