

Mulberry Academy Woodside

Physical Education

Curriculum Overview 2023 - 2024

Curriculum intent statement:

Our curriculum is based on the belief that sport develops character and resilience so that students are well-prepared for success in later life. Students will develop the knowledge and understanding of how to work effectively both individually and in teams developing problem-solving, communication and performance analysis skills.

Students will be given the opportunity to become increasingly skilful and intelligent performers, leaders, and officials. They will acquire and develop a range of skills and will learn how to apply these skills successfully. Students will develop positive attitudes towards a variety of roles in physical activity, so that they are inspired to continue such activities outside of school.

Students will also develop a deep understanding of the benefits of physical activity and how it positively impacts their physical and mental health. Students will understand what barriers they may face when participating in physical activity in later life and will develop solutions to overcome this.

By the end of Key Stage 3 students will be competent performers and thinkers in a range of physical activities, they will show a detailed knowledge and understanding of the skills and tactical knowledge needed in a range of activities. Furthermore they will be able to demonstrate leadership and problem solving skills across a broad range of activities.

By the end of Key Stage 4 students will develop existing performance, officiating and leadership skills. Students will become experts in their chosen sports and will have the opportunity to achieve sport specific qualifications. Key Stage 4 students can choose to study a sport related qualification which develops a greater understanding of the subject

Alongside the curriculum our extensive co-curriculum programme offers students the opportunity to explore a wider range of activities. The department has a range of links with outside agencies who actively promote physical activity at both a competitive and recreational level. We provide students access to a range of sport specific qualifications and awards, all of which will develop softer skills to aid our students in developing a lifelong appreciation of PE and sport.

KS3		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
YEAR 7	KNOWLEDGE	<u>Fitness and exercise</u> Pupils will develop the knowledge to prepare and recover from exercise They will develop knowledge of different exercise intensities and what happens to the body as a result of exercise	<u>Games based activities</u> Pupils will develop the knowledge of of basic skills, such as passing shooting dribbling, hitting, serving, movement. They will develop knowledge of the tactical aspects of a range of games based activities This knowledge will be developed across a range of invasion and net/wall activities and pupils will develop knowledge of how these principles are transferred between activities and how they apply these principles	<u>OAA</u> Pupils will gain knowledge of the nature of adventurous activities and make effective evaluations of strength and weaknesses in their own and others performances	<u>Athletics</u> Pupils will be introduced to a range of athletic based activities This will be taught to understand the different requirements of each event and how skills transfer across the event	<u>Striking and fielding</u> Understand the key principles that underpin / striking and fielding games. How can these principles be transferred between activities and how to apply these principles in modified games? Where do we strike the object, position field and bowl too and why	
	SKILLS	leadership data analysis recording	attacking + defensive principles movement decision making Game understanding	communication problem solving planning analysis evaluation	running throwing jumping analysis	batting skills bowling + Fielding attacking + defensive principles movement decision making Game understanding	
YEAR 8	KNOWLEDGE	<u>Fitness</u> Types of training and how different types of training are suited to different sports	<u>Topic Games</u> How to link the themes learnt in Year 7 into different sports in the invasion game category. How do the rules of specific games influence our decision making, can we take on the role of an official? How do we construct phases of	<u>Trampolining</u> How can I develop and devise advanced skills and sequences of movement? Demonstrating and	<u>Athletics</u> pupils begin to use their knowledge of athletics events, to officiate and plan strategies/ techniques	<u>Striking and fielding games</u> To develop a greater understanding of sport specific rules. How to apply these rules	

			play in attack and defence in order to outwit or deny our opponent	appreciation of performance whilst identifying areas of strength and areas of improvement	to develop and enhance replication and performance. Pupils develop their understanding of fitness and its relationship to performance.	correctly? Pupils to develop more advanced technical skills. Pupils to show an appreciation of how to set attacking and defensive fields based on the changing nature of the games.
	SKILLS	planning monitoring recording specific technical skills of each type of training	attacking + defensive principles . Specific technical skill development movement decision making Game understanding rules regulations officiating	Specific technical skill development planning evaluating	Specific technical skill development planning strategies tactics officiating	Attacking / defensive principles specific skill development decision making officiating game understanding rules regulations
YEAR 9	KNOWLEDGE	<u>Invasion</u> Pupils develop their knowledge of coaching and analysis and how to use it to help improve performance and outwit an opponent. Pupils develop knowledge of the different types of analysis and how to make analysis effective. Pupils develop knowledge of how to use this information to create tactics and strategies . Pupils further develop their knowledge of advanced skills	<u>Trampolining</u> pupils develop knowledge of coaching and analysis in order to help improve performance and weaknesses of different forms of analysis. Pupils develop knowledge of advanced skills	<u>Fitness</u> Pupils develop knowledge of how data and analysis can be used to monitor progress in the area of fitness. What are the principles of training and how can they be applied to a personal exercise plan	<u>Athletics</u> Pupils develop knowledge of how can coaching and analysis be used to help improve athletics performance? Pupils look at how a skill can be broken down into phases? How can we as coaches design a practice that develops a phase of the complete skill?	<u>Striking and Fielding</u> How can coaching and analysis be used to help improve performance and outwit an opponent in striking and fielding games .What are the strengths and weaknesses of different forms of analysis in striking and fielding . Does individu.What are the fundamentals of coaching and how can we improve performance
	SKILLS	Specific technical skill development notational analysis planning evaluating leadership	Advanced skill development tariffs Planning feedback evaluating	planning evaluating designing administering testing recording analysis	coaching analysis feedback Specific technical skill development	coaching analysis feedback Specific technical skill development

