



## AIM AND PURPOSE

The aim and purpose of the PE curriculum is:

- To be a subject which allows all students to feel positive about themselves and the work they do with other people. This includes developing aspects of physical, mental, social, and emotional health.
- To provide opportunities to develop a range of personal qualities which can be used to excel in a sporting environment and beyond.
- To lay the foundations for widespread participation in extra-curricular activities, while providing motivation, guidance, and inspiration for some to excel as elite sports performers.
- To facilitate a positive pathway through PE related qualifications and into a successful sports related career.
- To create pathways for life-long participation in sport and/or exercise.

## HOW DOES THE CURRICULUM INDUCT STUDENTS INTO THE DISCIPLINE OF THE SUBJECT?

As well as providing opportunities for students to engage in a wide range of team sports and individual activities, at TTA we believe that PE lessons should develop the qualities in students – such as effort, leadership and resilience - that are prerequisites for successful sportspeople. PE teachers are responsible for ensuring students experience positivity, ambition, and energy in all their lessons. Teachers will demonstrate quality of performance, but also focus on modelling how to behave, interact, and reflect in a positive way. Teachers will have high expectations of all students, regardless of performance level. Qualities such as effort, resilience and sporting behaviour are celebrated, while students are rigorously held to account when standards slip.





### OVERVIEW

- Students in KS3 will be taught a range of individual and team activities.
- Learning will focus on development of key skills, techniques and tactics.
- Assessment will be based on fundamental personal qualities linked to PE, e.g., effort, resilience, and teamwork.
- Activities will vary between classes, with an example curriculum plan shown below.

Term	Focus	Assessment
Aut 1	<p><b><u>Handball</u></b> Students will become familiar with techniques relating to dribbling, passing, and shooting. Game play will focus on the implementation of core skills, and effective attacking/defensive play.</p>	Teacher evaluation of personal qualities.
Aut 2	<p><b><u>Badminton</u></b> Students will become familiar with techniques relating to forehands, backhands, and serving. Game play will focus on the implementation of core skills, and effective attacking/defensive play.</p>	Teacher evaluation of personal qualities.
Spr 1	<p><b><u>Basketball</u></b> Students will become familiar with techniques relating to dribbling, passing, and shooting. Game play will focus on the implementation of core skills, and effective attacking/defensive play.</p>	Teacher evaluation of personal qualities.
Spr 2	<p><b><u>OAA</u></b> Students will become familiar with techniques relating to spatial awareness, map-reading and orienteering. Game play will focus on decision making, leadership and teamwork.</p>	Teacher evaluation of personal qualities
Sum 1	<p><b><u>Athletics</u></b> Students will become familiar with techniques relating to a selection of track and field events. Game play will focus on student's ability to maintain form and consistency during competition.</p>	Teacher evaluation of personal qualities.
Sum 2	<p><b><u>Rounders</u></b> Students will become familiar with techniques relating to fielding, bowling and batting. Game play will focus on the implementation of core skills, and effective attacking/defensive play.</p>	Teacher evaluation of personal qualities.

### Home Learning:

- Weekly theory quiz on Carousel.

### Useful resources:

- Year 7 Knowledge Organiser



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- Activities will vary between classes, with an example curriculum plan shown below.

Term	Focus	Assessment
Aut 1	<p><b>Football</b></p> <p>Students will become familiar with techniques relating to dribbling, passing, and shooting.</p> <p>Game play will focus on the implementation of core skills, and effective attacking/defensive play.</p>	Teacher evaluation of personal qualities.
Aut 2	<p><b>Table Tennis</b></p> <p>Students will become familiar with techniques relating to forehands, backhands, and serving.</p> <p>Game play will focus on the implementation of core skills, and effective attacking/defensive play.</p>	Teacher evaluation of personal qualities.
Spr 1	<p><b>Netball</b></p> <p>Students will become familiar with techniques relating to passing, footwork, and shooting.</p> <p>Game play will focus on the implementation of core skills, and effective attacking/defensive play.</p>	Teacher evaluation of personal qualities.
Spr 2	<p><b>Trampolining</b></p> <p>Students will become familiar with techniques relating to basic shapes, controlled landing and twists.</p> <p>Game play will focus on creating fluent and controlled routines linking a range of moves together.</p>	Teacher evaluation of personal qualities.
Sum 1	<p><b>Athletics</b></p> <p>Students will become familiar with techniques relating to a selection of track and field events.</p> <p>Game play will focus on student's ability to maintain form and consistency during competition.</p>	Teacher evaluation of personal qualities.
Sum 2	<p><b>Cricket</b></p> <p>Students will become familiar with techniques relating to fielding, bowling and batting.</p> <p>Game play will focus on the implementation of core skills, and effective attacking/defensive play.</p>	Teacher evaluation of personal qualities.

### Home Learning:

- Weekly theory quiz on Carousel.

### Useful resources:

- Year 8 Knowledge Organiser



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- Students in KS3 will be taught a range of individual and team activities.
- Learning will focus on development of key skills, techniques and tactics.
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- Activities will vary between classes, with an example curriculum plan shown below.

Term	Focus	Assessment
Aut 1	<b><u>Rugby</u></b> Students will become familiar with techniques relating to passing, tackling and building phases of play. Game play will focus on the implementation of core skills, and effective attacking/defensive play.	Teacher evaluation of personal qualities.
Aut 2	<b><u>Hockey</u></b> Students will become familiar with techniques relating to dribbling, passing, and shooting. Game play will focus on the implementation of core skills, and effective attacking/defensive play.	Teacher evaluation of personal qualities.
Spr 1	<b><u>Volleyball</u></b> Students will become familiar with techniques relating to passing, setting, and serving. Game play will focus on the implementation of core skills, and effective attacking/defensive play.	Teacher evaluation of personal qualities.
Spr 2	<b><u>Health and Fitness</u></b> Students will become familiar with techniques relating to specific training methods linked to improving muscular endurance, flexibility, power and aerobic capacity. Game play will focus on maintaining form and effort when challenge is increased (i.e., through changes to frequency, intensity and time).	Teacher evaluation of personal qualities.
Sum 1	<b><u>Athletics</u></b> Students will become familiar with techniques relating to a selection of track and field events. Game play will focus on student's ability to maintain form and consistency during competition.	Teacher evaluation of personal qualities.
Sum 2	<b><u>Stoolball</u></b> Students will become familiar with techniques relating to fielding, bowling and batting. Game play will focus on the implementation of core skills, and effective attacking/defensive play.	Teacher evaluation of personal qualities.

### Home Learning:

- Weekly theory quiz on Carousel.

### Useful resources:

- Year 9 Knowledge Organiser



### OVERVIEW

The GCSE PE course follows the AQA specification. Assessment is split between theory (60%) and practical (40%). Two formal written exams are completed in Year 11, although students will complete mock exams every half-term throughout the course.

Students can be assessed in a wide range of practical activities, including those in which they train/perform outside of school.

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> <li>The structure and functions of the musculoskeletal system</li> <li>The structure and functions of the cardio-respiratory system</li> <li>Anaerobic and aerobic exercise</li> </ul>	<ul style="list-style-type: none"> <li>Paper 1 /40</li> <li>Practical /25</li> </ul>
Aut 2	<ul style="list-style-type: none"> <li>The effects of exercise</li> <li>Lever systems, examples of their use in activity and the mechanical advantage they provide in movement</li> <li>Planes and axes of movement</li> </ul>	<ul style="list-style-type: none"> <li>Paper 1 /78</li> <li>Practical /25</li> </ul>
Spr 1	<ul style="list-style-type: none"> <li>The relationship between health and fitness and the role that exercise plays in both</li> <li>The components of fitness, benefits for sport and how fitness is measured and improved</li> </ul>	<ul style="list-style-type: none"> <li>Paper 1 /78</li> <li>Practical /25</li> </ul>
Spr 2	<ul style="list-style-type: none"> <li>The principles of training and their application to personal exercise/training programmes</li> <li>How to optimise training and prevent injury</li> <li>Effective use of warm up and cool down</li> </ul>	<ul style="list-style-type: none"> <li>Paper 1 /78</li> <li>Practical /25</li> </ul>
Sum 1	<ul style="list-style-type: none"> <li>Self-analysis and evaluation</li> <li>Development of exam technique for Level Marked Questions</li> </ul>	<ul style="list-style-type: none"> <li>Paper 1 /78</li> <li>Practical /25</li> </ul>
Sum 2	<ul style="list-style-type: none"> <li>Demonstrate an understanding of how data are collected – both qualitative and quantitative</li> <li>Present data (including tables and graphs)</li> <li>Analyse and evaluate data</li> </ul>	<ul style="list-style-type: none"> <li>Paper 1 /78</li> <li>Practical /25</li> </ul>

### Home Learning:

- Weekly theory quiz on Carousel.
- Examination questions

### Useful resources:

- Year 10 Knowledge Organiser
- GCSE SOW booklet



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Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none"> <li>Classification of skills (e.g., basic/complex, open/closed)</li> <li>The use of goal setting and SMART targets to improve and/or optimise performance</li> <li>Basic information processing</li> </ul>	<ul style="list-style-type: none"> <li>Paper 1 /78</li> <li>Paper 2 /78</li> <li>Practical /25</li> </ul>
Aut 2	<ul style="list-style-type: none"> <li>Guidance and feedback on performance</li> <li>Mental preparation for performance</li> <li>Engagement patterns of different social groups in physical activity and sport</li> <li>Commercialisation of physical activity and sport</li> </ul>	<ul style="list-style-type: none"> <li>Paper 1 /78</li> <li>Paper 2 /78</li> <li>Practical /25</li> </ul>
Spr 1	<ul style="list-style-type: none"> <li>Ethical and socio-cultural issues in physical activity and sport</li> <li>Physical, emotional and social health, fitness and wellbeing</li> <li>The consequences of a sedentary lifestyle</li> <li>Energy use, diet, nutrition and hydration</li> </ul>	<ul style="list-style-type: none"> <li>Paper 1 /78</li> <li>Paper 2 /78</li> <li>Practical /25</li> </ul>
Spr 2	<ul style="list-style-type: none"> <li>Examination preparation</li> </ul>	<ul style="list-style-type: none"> <li>Paper 1 /78</li> <li>Paper 2 /78</li> </ul>
Sum 1	<ul style="list-style-type: none"> <li>Formal Summer examinations</li> </ul>	<ul style="list-style-type: none"> <li>Paper 1 /78</li> <li>Paper 2 /78</li> <li>Practical /100</li> </ul>
Sum 2	<ul style="list-style-type: none"> <li>Course completed</li> </ul>	

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