

KS4 Curriculum Implementation Plan

Our KS4 **core PE** curriculum is designed specifically to promote participation, lifelong enjoyment and progress in sport and exercise. Students are given independence to design their own curriculum by contributing to the activities on offer and then selecting their own activities each half term and participating in 3 hours of PE a fortnight. This allows our KS4 students to:

- Select activities which they have a passion and skill for thereby continuing to develop their excellent in that sport/activity
- Select new and exciting activities which results in new knowledge and skills being gained. Many students then take up these activities outside of school
- Choose from a wide variety of activities each half term thereby allowing them to continue developing multisport skills and knowledge across the two years

Activities on offer include but are not limited: Swimming, Football, Rugby, Basketball, Badminton, Dodgeball, Netball, Handball, Table tennis, Fitness, Volleyball, Rounders, Softball, Tennis & Athletics. All of these are mixed gender with the exception of Rugby and Dodgeball to promote inclusivity but maintain health and safety.

Physical Education						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	Optional activity 1	Optional activity 2	Optional activity 3	Optional activity 4	Optional activity 5 <i>Summer sports</i>	Optional activity 6 <i>Summer sports</i>
Year 11	Optional activity 1	Optional activity 2	Optional activity 3 <i>Opportunities to prepare for examinations</i>	Optional activity 5	Optional activity 6 <i>Summer sports</i> <i>Opportunities to prepare for examinations</i>	Exam season

KS4 examination Curriculum Implementation Plan

BTEC Level 1 / 2 Tech Award (new for Sept 2022)

Three components completed over two years. *Students receive practical and theory based lessons to meet the learning outcomes and prepare students for the internal and external assessments.*

Physical Education: BTEC Sport Level 2 Tech Award for 2024-2026 cohort						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	<p>Component 1: LOA <i>Explore types and provision of sport for different participants:</i> Discussion and worksheets on different provisions: Private, public and voluntary – specific local examples provided. Discussion and participation in a variety of different activities: team/ individual, disability. Students complete tasks to understand the different types of participants, potential barriers and strategies for participation.</p> <p>Component 1: LOB <i>Examine equipment and technology for participation</i> research into equipment and clothing</p>	<p>Component 1: LOC <i>Prepare participants for participation (warm up)</i> Students practically lead warm ups: starting with pulse raiser and building. A variety of sport/activity specific examples provided and then as pupils knowledge of warm up planning developments they begin to lead their peers. Students understand and communicate the responses + benefits of completing all elements of a warm up.</p> <p style="background-color: yellow;">Component 1: Assessment, moderation and submission</p>	<p>Component 2: LOA <i>Understand different component of fitness</i> Developing understanding of the 11 different fitness components and their application in different sports and activities.</p> <p>Component 2: LOB <i>Participate in sport and understand the roles and responsibilities of officials</i> focus on the skill and tactical elements of participation in a range of different activities.</p>	<p>Students understand the different types and roles of officials for a range of activities with an in depth look at Table tennis. Practice tasks are provided where students learn how to apply rules and regulations for a sport and gain experience of officiating.</p> <p>Component 2: LOC <i>Demonstrate ways to improve participants sporting techniques</i> Students in both practical and theory lesson learn how skill development is acquired through the use of: drills,</p>	<p>They continue to enhance their leadership through understanding the use of demonstrations and teaching points alongside how to use space, time, sequencing and feedback to provide effective learning opportunities.</p> <p>Component 2: LOC <i>Demonstrate ways to improve participants sporting techniques</i> Students continue to review the learning objectives for this topic by recapping fitness components, session planning and the responsibilities for officiating through case study examples:</p>	<p>Component 2: Assessment, moderation and submission</p> <p style="background-color: yellow;">Students complete the 4 PSA set tasks by the assessment window under controlled conditions.</p>

	<p>developments. Students gain an awareness of the evolution and safety/performance benefits of enhancements in clothing and equipment</p>	<p>Students complete the 3 PSA set tasks by the assessment window under controlled conditions.</p>		<p>practices and conditioned games.</p>	<p>Badminton, Basketball & Table tennis</p>	
Year 11	<p>Component 3: LOA Explore the importance of fitness for sports performance Understand definitions and application of components of fitness</p> <p>Research and apply Training principles: FITT & SPORIVAR</p> <p>Learn how to use HR & Intensity to plan and track fitness exercises</p> <p>Component 3: LOB Investigate fitness testing Experience and understand a range of different fitness tests -focus on practical but completing work booklet on the:</p>	<p>1. Reasons for testing 2. Pre-test procedures 3. Validity and reliability 4. Interpreting results</p> <p><i>Physical fitness tests</i></p> <p>Component 3: LOB Investigate fitness testing Continuing with learning focus from previous term but now with a focus on:</p> <p><i>Skill fitness tests</i></p> <p>Component 3: LOC Requirements of different training methods Practical and theory understanding of Safe Session planning with</p>	<p>Learn how to carry out and use a range of training methods that are specific to the following fitness components</p> <p><i>Physical fitness training:</i> Continuous, Fartlek, Interval, Circuit, Flexibility methods, Free weights, Speed methods</p> <p>Mock Exam on Topics LA & B (Part C)</p> <p>Component 3: LOC Requirements of different training methods</p> <p><i>Skill fitness training:</i> SAQ, plyometrics, Balance activities, coordination tasks, reaction exercises.</p>	<p>Provision of training methods: Public, private, voluntary</p> <p>Research and understand the Long term effects of exercise on the body systems</p> <p>Component 3: LOD Investigate fitness programming</p> <p>Understand how Personal information affects programming</p> <p>Use Goal setting to provide the outcomes for programme design</p> <p>Understand different Motivation strategies</p>	<p>Component 3: Final revision and examination</p> <p>Review and revisit the different topics with a clear focus on applying knowledge to examples and</p> <p>External examination for component 3</p>	

		clear examples provided				
--	--	-------------------------	--	--	--	--

Physical Education: BTEC Sport Level 2 Tech Award for 2023-2025 cohort

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	<p>Component 1: LOA <i>Explore types and provision of sport for different participants:</i></p> <p>Discussion and worksheets on different provisions: Private, public and voluntary – specific local examples provided.</p> <p>Discussion and participation in a variety of different activities: team/ individual, disability</p> <p>Students complete tasks to understand the different types of participants, potential barriers and strategies for participation.</p> <p>2 practice tasks completed and feedback provided</p>	<p>Component 1: LOB <i>Examine equipment and technology for participation</i></p> <p>Students conduct independent and teacher lead research into equipment and clothing developments. Students gain an awareness of the evolution and safety/performance benefits of enhancements in clothing and equipment</p> <p>Variety of examples and case studies provided with students completing task sheets</p> <p>An in depth look and performance enhancing technologies such as</p>	<p>Component 1: LOC <i>Prepare participants for participation (warm up)</i></p> <p>Students practically perform and lead warm ups in a progressive manner: starting with pulse raiser and building.</p> <p>A variety of sport/activity specific examples provided and then as pupils knowledge of warm up planning developments they begin to lead their peers.</p> <p>Students understand and communicate the responses + benefits of completing all elements of a warm up.</p>	<p>Component 1: Assessment, moderation and submission</p> <p>Students complete the 3 PSA set tasks by the assessment window under controlled conditions.</p> <p>Component 2: LOA <i>Understand different component of fitness</i></p> <p>Both theory and practical lessons focus on the understanding of the 11 different fitness components and their application in different sports and activities.</p> <p>Students participate in a variety of different tasks to</p>	<p>Component 2: LOB <i>Participate in sport and understand the roles and responsibilities of officials</i></p> <p>Both practical and theory lessons focus on the skill and tactical elements of participation in a range of different activities, primarily: Badminton, Basketball and Table tennis</p> <p>Students understand the different types and roles of officials for a range of activities with an in depth look at Table tennis. Practice tasks are provided where students learn how to apply rules and regulations for a sport and gain experience of officiating.</p>	<p>Component 2: LOC <i>Demonstrate ways to improve participants sporting techniques</i></p> <p>Students in both practical and theory lesson learn how skill development is acquired through the use of: drills, practices and conditioned games.</p> <p>They continue to enhance their leadership through understanding the use of demonstrations and teaching points alongside how to use space, time, sequencing and feedback to provide effective learning opportunities.</p>

		<p>tracker watches and equipment upgrades but also limitations</p> <p>1 practice task</p>	<p>Develop and demonstrate leadership skills.</p> <p>1 practice task</p>	<p>help identify and understand the different fitness requirements</p>	<p><i>Mini-practice tasks</i></p>	<p>Students begin to plan and lead their own mini-sessions in preparation for the next assessment</p> <p>1 Practice task</p>
Year 11	<p>Component 2: LOC Demonstrate ways to improve participants sporting techniques</p> <p>Students continue to review the learning objectives for this topic by recapping fitness components, session planning and the responsibilities for officiating through case study examples: Badminton, Basketball & Table tennis</p> <p>Component 2: Assessment, moderation and submission</p> <p>Students complete the 4 PSA set tasks by the assessment window under controlled conditions.</p>	<p>Component 3: LOA Explore the importance of fitness for sports performance</p> <p>Understand definitions and application of components of fitness</p> <p>Research and apply Training principles: FITT & SPORIVAR</p> <p>Learn how to use HR & Intensity to plan and track fitness exercises</p> <p>Component 3: LOB Investigate fitness testing</p> <p>Experience and understand a range of different fitness tests - focus on practical but completing work booklet on the:</p> <ol style="list-style-type: none"> 1. Reasons for testing 2. Pre-test procedures 	<p>Component 3: LOB Investigate fitness testing</p> <p>Continuing with learning focus from previous term but now with a focus on:</p> <p>Skill fitness tests</p> <p>Component 3: LOC Requirements of different training methods</p> <p>Practical and theory understanding of Safe Session planning with clear examples provided</p> <p>Learn how to carry out and use a range of training methods that are specific to the following fitness components</p> <p><i>Physical fitness training:</i></p>	<p>Component 3: LOC Requirements of different training methods</p> <p>Skill fitness training: SAQ, plyometrics, Balance activities, coordination tasks, reaction exercises.</p> <p>Provision of training methods: Public, private, voluntary</p> <p>Research and understand the Long term effects of exercise on the body systems</p> <p>Component 3: LOD Investigate fitness programming</p> <p>Understand how Personal information affects programming</p>	<p>Component 3: Final revision and examination</p> <p>Review and revisit the different topics with a clear focus on applying knowledge to examples and</p> <p>External examination for component 3</p>	

		3. Validity and reliability 4. Interpreting results <i>Physical fitness tests</i>	Continuous, Fartlek, Interval, Circuit, Flexibility methods, Free weights, Speed methods	Use Goal setting to provide the outcomes for programme design Understand different Motivation strategies		
--	--	---	--	---	--	--