

PHYSICAL EDUCATION CURRICULUM

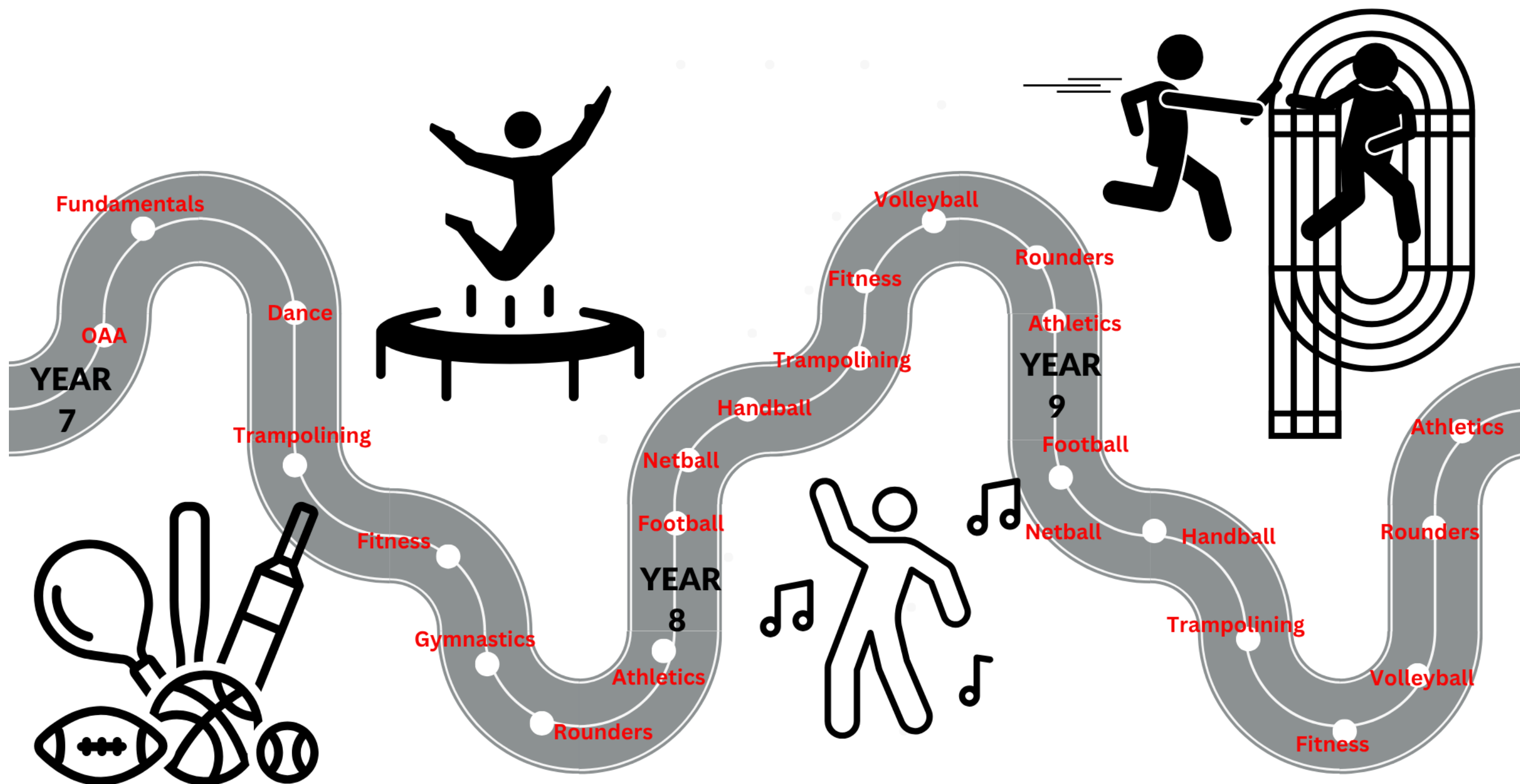
The Physical Education Department at Great Academy Ashton envisions a program where students excel in both academic and athletic domains, underpinned by the conviction that a well-rounded character is essential for success. Our mission extends learning beyond conventional limits by emphasising physical literacy and personal development. We are committed to providing students with the knowledge and skills needed to challenge their limits, embrace teamwork, and foster resilience. Through a variety of engaging physical activities, we support every student on their journey to become confident, healthy, and proactive contributors to society. Ultimately, our dedication is to nurture individuals who not only become better students and accomplished athletes but also exemplary members of the community.

The PE curriculum is meticulously designed to guide our students towards achieving physical literacy. It aims to cultivate confident, independent, and motivated learners by offering multiple opportunities for students to engage in and excel at diverse physical activities. This is achieved through a systematic approach to revisiting core physical skills, rules, tactics, and concepts over time, thereby embedding essential knowledge. Our goal is for all students to graduate with an understanding of healthy lifestyles and crucial life skills that will empower them to thrive in adulthood. We provide an engaging curriculum that encourages physical activity for all students, complemented by a comprehensive extracurricular program that fosters further skill development in a competitive setting.

Our program includes a diverse array of sports and activities across different year levels:

- Year 7: Dance, Gymnastics, Orienteering, Fundamentals of Movement, Trampolining, Fitness, Rounders, and Athletics.
- Years 8 and 9: Football, Netball, Handball, Volleyball, Trampolining, Fitness, Rounders, and Athletics.
- Years Football, Netball 10 and 11 (GCSE PE): Football, Netball, Handball, Trampolining, and Athletics.
- KS4 Core PE:, Handball, Benchball, Rugby Flag Football, Softball, Cricket, Rounders, Orienteering, Dodgeball, Dance and Tchouckball.

This diverse curriculum not only enhances physical capabilities but also promotes a holistic approach to the health and well-being of our students, preparing them for a vibrant, active life.



KS3 PHYSICAL EDUCATION CURRICULUM

Physical Education Long Term Map

Year 7							
Unit Title: OAA Unit Length: 4 Weeks	Unit Title: Fundamentals Unit Length: 4 Weeks	Unit Title: Dance Unit Length: 4 Weeks	Unit Title: Trampolining Unit Length: 4 weeks	Unit Title: Fitness Unit Length: 4 Weeks	Unit Title: Gymnastics Unit Length: 4 Weeks	Unit Title: Rounders Unit Length: 4 Weeks	Unit Title: Athletics Unit Length: 4 Weeks
Domains of Knowledge - OAA	Domains of Knowledge - Team Games	Domains of Knowledge - Dance Performance	Domains of Knowledge - Other Competitive sports	Domains of Knowledge - Other competitive sports	Domains of Knowledge - Other Competitive sports	Domains of Knowledge - Team Games	Domains of Knowledge - Other Competitive Sports
<p>Key concepts – Health Fitness and Wellbeing - (students will cover the concepts in chronological order during the year, except number 8 which will be covered during the fitness unit).</p> <ol style="list-style-type: none"> Physical health benefits – how increasing physical ability, through improving components of fitness can improve health / reduce health risks and how these benefits are achieved. Emotional benefits – how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved. Social health benefits – how participation in physical activity and sport can improve social health and how these benefits are achieved. Lifestyle choices – in relation to diet, activity level, work – rest - sleep balance Sedentary lifestyles and its consequences – overweight, overfat, obese, and increased risk to long term health. Diet, nutrition and hydration – the importance of a balanced diet – carbohydrates, protein, fat. hydration - for physical activity and sport – why is it important, and how correct levels can be maintained during physical activity and sport. Warm up and cool downs – the purpose and importance of a warmup and cool down to effective training sessions and physical activity and sport. phases of a warmup. Personal exercise programme – definitions of fitness, health, exercise, and performance. the components of fitness, benefits for sport and how fitness is measured and improved. <p>The specific knowledge for this is broken down in the mid-term plans: Practical Performance Skills, Knowledge of Rules, Knowledge of tactics.</p>							
Relevant end points covered: End Points 1, 2, 3.	Relevant end points covered: End Points 1, 2, 3.	Relevant end points covered: End Points 1, 2, 3.	Relevant end points covered: End Points 1, 2, 3.	Relevant end points covered: End Points 1, 2, 3.	Relevant end points covered: End Points 1, 2, 3.	Relevant end points covered: End Points 1, 2, 3.	Relevant end points covered: End Points 1, 2, 3.
<p>Assessments:</p> <p>Students will complete assessment relevant to all 3 End points during the scheme of work – Teacher observations of Practical work complete, Question and answer of students’ knowledge during Do Nows/ Retrieve Nows and during tasks in lessons, End of Unit Assessments and 1 end of year assessment.</p> <p>Students will have observation assessment framework shared with them at the start of each unit to support them in their understanding of what is required of them.</p>							

Year 8							
Unit Title: Football Unit Length: 4 Weeks	Unit Title: Netball Unit Length: 4 Weeks	Unit Title: Handball Unit Length: 4 Weeks	Unit Title: Trampolining Unit Length: 4 weeks	Unit Title: Fitness Unit Length: 4 Weeks	Unit Title: Volleyball Unit Length: 4 Weeks	Unit Title: Rounders Unit Length: 4 Weeks	Unit Title: Athletics Unit Length: 4 Weeks
Domains of Knowledge - Team Games	Domains of Knowledge - Team Games	Domains of Knowledge - Team Games	Domains of Knowledge - Other Competitive sports	Domains of Knowledge - Other Competitive sports	Domains of Knowledge - Team Games	Domains of Knowledge - Team Games	Domains of Knowledge - Other Competitive sports
<p>Concepts - Sport Psychology - (students will cover the concepts in chronological order during the year, except number 8 which will be covered during the fitness unit).</p> <ol style="list-style-type: none"> Goal Setting - The use of goal setting to improve and / or optimise performance. Smarter Targets – Principles of SMART Targets and the value of each principle in improving and / or optimising performance. Feedback – Types of feedback to optimise performance – intrinsic, extrinsic, concurrent and terminal. Classification of Skills – using open-closed, basic-complex, low organisation-high organisation continua. Sportsmanship and Gamesmanship – The different types of sporting behaviours – sportsmanship, gamesmanship, and the reasons for and consequences of deviance at elite level. Types of Practice – Practice Structures – massed, distributed, fixed and variable. Mental preparation for performance – Mental rehearsal. Personal Exercise Programme - Definitions of Fitness, Health, Exercise and Performance. The components of fitness, benefits for sport and how fitness is measured and improved. <p>The specific knowledge for this is broken down in the mid-term plans: Practical performance skills. Knowledge of rules. Knowledge of tactics.</p>							
Relevant end points covered: End Points 1, 2, 3.	Relevant end points covered: End Points 1, 2, 3.	Relevant end points covered: End Points 1, 2, 3.	Relevant end points covered: End Points 1, 2, 3.	Relevant end points covered: End Points 1, 2, 3.	Relevant end points covered: End Points 1, 2, 3.	Relevant end points covered: End Points 1, 2, 3.	Relevant end points covered: End Points 1, 2, 3.
<p>Assessments:</p> <p>Students will complete assessment relevant to all 3 End points during the scheme of work, teacher observations of Practical work complete, question and answer of students’ knowledge during Do Now/Retrieve Now and during tasks in lessons, End of Unit Assessments and 1 End of year Assessment.</p> <p>Students will have observation assessment framework shared with them at the start of each unit to support them in their understanding of what is required of them.</p>							

Year 9							
Unit Title: Football Unit Length: 4 Weeks	Unit Title: Netball Unit Length: 4 Weeks	Unit Title: Handball Unit Length: 4 Weeks	Unit Title: Trampolining Unit Length: 4 weeks	Unit Title: Fitness Unit Length: 4 Weeks	Unit Title: Volleyball Unit Length: 4 Weeks	Unit Title: Rounders Unit Length: 4 Weeks	Unit Title: Athletics Unit Length: 4 Weeks
Domains of Knowledge - Team Games	Domains of Knowledge - Team Games	Domains of Knowledge - Team Games	Domains of Knowledge - Other Competitive sports	Domains of Knowledge - Other Competitive sports	Domains of Knowledge - Team Games	Domains of Knowledge - Team Games	Domains of Knowledge - Other Competitive sports
<p>Concepts – Applied anatomy - (students will cover the concepts in chronological order during the year, except number 8 which will be covered during the fitness unit).</p> <p>Structure of the Skeleton – Cranium, Clavicle, Scapula, Five regions of the vertebral column, ribs, sternum, humerus, radius, ulna, carpals, metacarpals, phalanges, pelvis, femur, patella, tibia, fibula, tarsals, metatarsals, phalanges.</p> <p>Classification of bones – Long, Short, Flat, irregular.</p> <p>Muscles in the body – Deltoid, Biceps, Triceps, Pectoralis major, latissimus dorsi, external obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius, tibialis anterior.</p> <p>Classification of the muscles – Voluntary muscles of the skeletal system, involuntary muscles in blood vessels, cardiac muscles forming the heart.</p> <p>Short term effects of Exercise – Lactate accumulation, muscles fatigue and the relevance of this to the performer.</p> <p>Long term effects of exercise – aerobic and anaerobic training and the exercise and the benefits to the muscular-skeletal and cardiorespiratory system.</p> <p>Planes and Axis – movement patterns using body planes and axes; sagittal, frontal and transverse plane.</p> <p>Personal Exercise programme – The principles of training and their application to personal exercise / training programme.</p> <p>The specific knowledge for this is broken down is in the mid-term plans:</p> <p>Practical performance skills.</p> <p>Knowledge of rules.</p> <p>Knowledge of tactics.</p>							
Relevant end points covered: End Points 1, 2, 3.	Relevant end points covered: End Points 1, 2, 3.	Relevant end points covered: End Points 1, 2, 3.	Relevant end points covered: End Points 1, 2, 3.	Relevant end points covered: End Points 1, 2, 3.	Relevant end points covered: End Points 1, 2, 3.	Relevant end points covered: End Points 1, 2, 3.	Relevant end points covered: End Points 1, 2, 3.
<p>Assessments:</p> <p>Students will complete assessment relevant to all 4 end points during the scheme of work, teacher observations of practical work complete, question and answer of students’ knowledge during Do Now’s/Retrieve Now’s and during tasks in lessons, end of unit assessments and 1 end of year assessment.</p> <p>Students will have observation assessment framework shared with them at the start of each unit to support them in their understanding of what is required of them.</p>							

KS4 PHYSICAL EDUCATION CURRICULUM



COURSE ASSESSMENT

Physical education assessment.

The qualification is assessed through two written exams and two non-examined assessments (NEA):

1. Component 1: Fitness and Body Systems
 - Written exam (1hr 30min) – 36%
 - Topics: Anatomy, movement, training, and data use.
2. Component 2: Health and Performance
 - Written exam (1hr 15min) – 24%
 - Topics: Health, psychology, socio-cultural factors, and data use.
3. Component 3: Practical Performance
 - NEA – 30%
 - Performance in three activities: one team, one individual, and one free choice.
4. Component 4: Personal Exercise Programme (PEP)
 - NEA – 10%
 - Plan, implement, and evaluate a fitness programme.

COURSE DETAILS

Course: Edexcel Physical Education

COURSE DESCRIPTION

This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness, and wellbeing. The aims and objectives of this qualification are to enable students to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution that physical activity and sport make to health, fitness and wellbeing
- understand the key socio-cultural influences that can affect people's involvement in physical activity and sport

PROGRESSION ROUTES

Completing the Pearson Edexcel GCSE (9–1) in Physical Education provides a solid foundation for advancing to A-Level Physical Education, Level 3 BTEC Nationals in Sport, or Cambridge Technicals in Sport and Physical Activity. These pathways can lead to careers in sports coaching, physiotherapy, teaching, and fitness training.



KS4 DANCE CURRICULUM



COURSE ASSESSMENT

Dance assessment

Component 1: Exploring the Performing Arts (30%)- Students study a variety of dance styles by analysing professional performances. They explore roles like choreographer and performer, understand creative intentions, and learn the processes behind dance production. This component develops critical thinking and a broad understanding of how dance is influenced by historical, cultural, and social contexts.

Component 2: Developing Skills and Techniques (30%) - Focused on practical skills, students work on specific dance styles (e.g., contemporary, street) through workshops and rehearsals. They improve their technique and perform solo or in groups, reflecting on their progress through a logbook.

Component 3: Performing to a Brief (40%)
Externally assessed, students create a group performance in response to a set brief.

COURSE DETAILS

Course: Pearson Technical Award in Performing Arts:Dance

COURSE DESCRIPTION

The BTEC Level 1/2 Tech Award in Performing Arts (Dance Pathway) by Pearson Edexcel offers a practical, hands-on approach to learning about the performing arts, with a focus on dance. The course is designed for students who are interested in pursuing careers in the performing arts industry or who want to develop skills in dance performance, choreography, and understanding the industry as a whole.

This qualification is particularly well-suited for students who have a passion for dance and who are interested in exploring the technical, creative, and performance aspects of the art form. It provides a comprehensive foundation for those looking to further their education or careers in the performing arts industry.



PROGRESSION ROUTES

Further Study: Progress to Level 3 qualifications like BTEC Nationals or A-Level Dance, specialising in choreography, performance, or dance history.

Vocational Training: Prepare for dance schools, conservatories, or apprenticeships.

Careers: Pursue roles as dancers, choreographers, teachers, or in related fields like dance therapy, arts administration, or theatre production.