

# PE Curriculum Plan 2023/24

## Assessment opportunities

Pupils will be formatively assessed continuously throughout each lesson. At the end of each half term pupils will complete a self-assessment sheet that will be linked to the sport that they have completed. These self-assessment sheets will assess pupils against the content that has been taught throughout the unit of work. Pupils will use a gold, silver and bronze award system to highlight the areas that they feel that have excelled in and where they may need improving further.

## Key concepts

We have chosen the following key concepts (themes) for our curriculum which span from Year 7 to Year 11. These key concepts allow children to continuously develop their understanding of Physical Education in depth, revisiting it throughout their time in school; this enables them to *know more* and *remember more*.

### Outwitting Opponents

In our curriculum we encourage pupils to use tactics to outwit their opponents in competitive situations. We promote the exploration of tactics when attacking and defending, encouraging pupils to gain an advantage over their opponents.

### Acquiring Technique

We provide all pupils with the opportunity to learn and refine their technique in a range of sports. We understand that technique may vary in some instances but encourage pupils to find a way to accurately replicate skills successfully within all sporting activities.

### Rules and Game Play

Throughout their time at Bank View School we promote fair gameplay where pupils adhere to the rules of the game they are playing. We hope that this will allow pupils to continue to take part in sports in adult life.


### Healthy, Active Lifestyles























Promoting Healthy, active lifestyles is a concept that we promote throughout our entire school curriculum. We give our students the opportunity to find a sport that is right for them in the hope that they can remain physically active in adult life. We also signpost pupils towards suitable clubs in the wider community where young people can build on the skills that they learn in school.

### Evaluation and Analysis

Throughout our curriculum we offer opportunities for pupils to evaluate the performances of themselves and other. Feedback is an important part of the improvement process and as pupils progress through school we provide a safe space for pupils to develop this skill.

Form	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Primary	See Coverage Map					
KS2 End Point	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.					

Form	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>Base 1, 1a, 1b</b>	<b>Baseline Assessment</b> Exploration of space, and types of movement and balances	<b>Invasion games</b> Football, tag rugby, hockey, Basketball, Netball	<b>Net Wall Games</b> Badminton, Short Tennis, Volleyball, Kinnball	<b>Gymnastics</b> Trampolining	<b>OAA</b> Climbing, orienteering, team building	<b>Striking and Fielding</b> Cricket, Rounders
						
<b>Year 7/ Base 2</b>	<b>Baseline Assessment</b> <i>Variety of sports that are taught within the school</i>	<b>Fitness</b> Types of fitness	<b>Net Wall Games</b> Badminton, Short Tennis, Volleyball, Kinnball	<b>Invasion games</b> Football, tag rugby, hockey, Basketball, Netball	<b>Striking and Fielding</b> Cricket, Rounders	<b>Dance</b>
						
<b>Year 8</b>	<b>Invasion games</b> Football, tag rugby, hockey, Basketball, Netball	<b>Fitness</b> Types of fitness <b>OAA</b> Orienteering, Climbing, Team Building	<b>Net Wall Games</b> Badminton, Short Tennis, Volleyball, Kinnball	<b>Invasion games</b> Football, tag rugby, hockey, Basketball, Netball <b>Gymnastics</b> Trampolining	<b>Striking and Fielding</b> Cricket, Rounders <b>OAA</b> Climbing, orienteering, team building	<b>Athletics</b> 60m, 100m, 400m, 800m, 1500m, long jump, high jump, javelin, shotput <b>Invasion games</b> Football, tag rugby, hockey, Basketball, Netball
						
						
<b>Year 9</b>	<b>Invasion games</b> Football, tag rugby, hockey, Basketball, Netball	<b>Fitness</b> Types of fitness <b>OAA</b> Orienteering, Climbing, Team Building	<b>Net Wall Games</b> Badminton, Short Tennis, Volleyball, Kinnball	<b>Invasion games</b> Football, tag rugby, hockey, Basketball, Netball <b>Gymnastics</b> Trampolining	<b>Striking and Fielding</b> Cricket, Rounders <b>OAA</b> Climbing, orienteering, team building	<b>Athletics</b> 60m, 100m, 400m, 800m, 1500m, long jump, high jump, javelin, shotput <b>Invasion games</b> Football, tag rugby, hockey, Basketball, Netball
						
						
<b>KS3 End Point</b>	Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.					

Form	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>Year 10 / Base 3</b>	<b>Invasion games</b> Football, tag rugby, hockey, Basketball, Netball	<b>Fitness</b> Types of fitness <b>OAA</b> Orienteering, Climbing, Team Building	<b>Net Wall Games</b> Badminton, Short Tennis, Volleyball, Kinnball	<b>Invasion games</b> Football, tag rugby, hockey, Basketball, Netball <b>Gymnastics</b> Trampolining	<b>Striking and Fielding</b> Cricket, Rounders <b>OAA</b> Climbing, orienteering, team building	<b>Athletics</b> 60m, 100m, 400m, 800m, 1500m, long jump, high jump, javelin, shotput <b>Invasion games</b> Football, tag rugby, hockey, Basketball, Netball
						
						
<b>Year 11/ Base 4</b>	<b>Entry level Qualification Invasion games</b> Linked to assessment	<b>Entry Level Qualification Health Related Fitness</b> <b>OAA</b> Linked to assessment	<b>Entry Level Qualification Net wall games</b> Linked to assessment	<b>Entry Level Qualification Invasion Games</b> <b>Gymnastics</b> Linked to assessment	<b>Entry Level Qualification Striking and Fielding</b> <b>OAA</b> Linked to assessment	<b>Entry Level Qualification Catch up final assessment</b> Linked to assessment
						
<b>Options</b>	<b>Btec Sport Level One qualification</b> Unit 2a: Developing a personal Progression Plan Unit 10: Contributing to Running a Sporting Event	<b>Btec Sport Level One qualification</b> Unit 2a: Developing a personal Progression Plan Unit 10: Contributing to Running a Sporting Event	<b>Btec Sport Level One qualification</b> Unit 2a: Developing a personal Progression Plan Unit 10: Contributing to Running a Sporting Event	<b>Btec Sport Level One qualification</b> Unit 2a: Developing a personal Progression Plan Unit 10: Contributing to Running a Sporting Event	<b>Btec Sport Level One qualification</b> Unit 2a: Developing a personal Progression Plan Unit 10: Contributing to Running a Sporting Event	<b>Btec Sport Level One qualification</b> Unit 2a: Developing a personal Progression Plan Unit 10: Contributing to Running a Sporting Event
						
<b>KS4 End Point</b>	Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.					