



love the journey

## Curriculum Implementation 2024-25

### Secondary

LCA Strand	Technology, Enterprise & Sport
Subject	PE
Key Stage	Key Stage 3 (Chapter 7-9)

What are the key concepts taught?	<p>The key concepts taught in physical education at KS3 aim to promote physical activity, health, and wellbeing, as well as develop essential skills such as teamwork, communication, and leadership. These include the following:</p> <p><b>Fitness and Health:</b> Students learn about the importance of physical activity for maintaining good health and fitness. They develop their understanding of the different components of fitness and how to improve their own fitness levels through regular exercise.</p> <p><b>Movement Skills:</b> Students develop their fundamental movement skills learnt at KS2 such as running, jumping, throwing, and catching. They develop their coordination, balance, and agility through various activities and games.</p> <p><b>Teamwork and Cooperation:</b> Students learn about the importance of working together as a team and cooperating with others in order to achieve a common goal. They develop communication skills, leadership skills, and the ability to work effectively with others.</p> <p><b>Rules and Regulations:</b> Students learn about the rules and regulations of different sports and activities. They develop their understanding of fair play, sportsmanship, and the importance of following rules and regulations. Pupils develop a good baseline knowledge of how to umpire or referee competitive scenarios.</p> <p><b>Health and Safety:</b> Students learn about the importance of safety when participating in physical activities. They develop their understanding of risk assessment which involves the setting up of equipment safely and injury prevention.</p>
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<p>What is the sequencing of units?</p>	<p>The sequential learning for KS3 PE includes the following:</p> <ol style="list-style-type: none"> <li>1. Health related fitness</li> <li>2. Badminton</li> <li>3. Handball</li> <li>4. Volley Ball</li> <li>5. Athletics</li> <li>6. Cricket</li> <li>7. Rounders</li> </ol> <p>In chapters 9, 8 and 7, pupils will spiral skills taught in the previous year as well as developing new skills, knowledge and understanding and concepts. Also, as a cross phase school, we work closely with our colleague in prep and pre-prep to ensure that pupil development is a continuous learning journey from Reception to KS5 where possible.</p>
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p>In all of our 7 activities delivered at KS3, we encourage the identification of cross over skills and knowledge. As we deliver health related fitness as a starting basis for the academic year, we are able to draw upon the knowledge learnt within the activity to develop a deeper understanding of the skills required in the other 6 sports. An example of this is recalling the knowledge of components of fitness, bones and muscles learnt in HRF and applying that to skill development in handball.</p> <p>We encourage reflection during the starter and plenary tasks and ask students to identify links between activities that relate to the skills being taught.</p> <p>As qualified practitioners we demonstrate practically, provide visual aids and encourage students to demonstrate also which enables for a more reflective and investigative environment.</p>
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<ul style="list-style-type: none"> <li>• Adaptive teaching strategies such as personalised learning, collaborative learning, the use of technology, scaffolding, differentiation and collaborative planning in KS3 PE are effective strategies we use to ensure that all pupils regardless of starting point make progress.</li> </ul>
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<ul style="list-style-type: none"> <li>• In PE, we support the consolidation of learning through implementing retrieval opportunities throughout the lesson through targeted questioning, self-assessment and peer-assessment tasks where pupils are requested to provide valuable feedback.</li> </ul>
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<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>At KS3 PE, ways in which we promote opportunities to feed forward post assessment outcomes include, adaptive teaching instructions, individualised feedback, short-term goal setting and modified learning outcomes. We also use the <b>“Head, Heart, Hand”</b> assessment method in PE which enables the pupils to</p>
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	<p>receive a breakdown of their assessment grade based on the following core strands:</p> <ul style="list-style-type: none"> <li>• Thinking Me</li> <li>• Physical Me</li> <li>• Social Me</li> <li>• Healthy Me</li> <li>• Personal Me</li> </ul>
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<p>What are the planned opportunities for developing Reading?</p>	<p>Pupils are encouraged to read aloud from the board and we provide learning resources with key vocabulary and instructions to support and scaffold knowledge and understanding.</p> <p>In KS3 Health Related Fitness, we implement the use of resources to support further development in knowledge, understanding and vocabulary.</p>
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p>In PE we provide a wide range of opportunities for learners to develop their literacy, numeracy, oracy and SMSC. These include:</p> <ul style="list-style-type: none"> <li>• Promoting respect and tolerance for others.</li> <li>• Encouraging fair play, honesty, integrity, sportsmanship in all competitive situation.</li> <li>• Developing empathy and understanding through team work activities.</li> <li>• Communication and collaborating effectively with peers which involves discussing and explaining strategies.</li> <li>• The opportunity to provide constructive feedback and evaluation on peer's performance though "two stars and a wish".</li> <li>• Implementing the opportunity for pupils to calculate scores, times, distances, analysis of data collected through fitness tests and applying mathematical measurements to promote accuracy and development.</li> <li>• Reading and understanding rules, regulations and guidelines.</li> <li>• Developing technical vocabulary and terminology through the ritual and routine of using key words to support a deeper understanding.</li> </ul>
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