

PE Curriculum Overview

Links to KS2		We have strong links with our feeder schools. St Leonards CE academy, Southfield, Westrop and Eastrop. We offer eight PE festivals per year, one for each year group additionally a rounders festival for years 5/6 and a swimming gala for year 5/6. PE is taught at different levels at primary school depending on the specialisms of staff and if they have a PE co-ordinator. Year 7 starts with basic skills of the major games progressing quickly into more advanced game play.					
Intent	Statement of Intent	PE at Warneford is designed to support, contribute and complement the core values of the school. PE helps develop skill, competence and knowledge in a wide range of physical activities. We also strive to ensure pupils understand the importance of physical fitness and general health. At Warneford, we encourage pupils to develop self-confidence and self-esteem through enjoyment and success in physical activities, developing an appreciation of fair play and good sportsmanship. Where possible we try to build on this by asking pupils what they have done previously, but safety of our pupils is paramount. We also ensure our pupils are getting the best possible experience from every lesson.					
	Timeline	Carousel	Carousel	Carousel	Carousel	Carousel	Carousel
Implementation Year 7	Year Overview	Year 7 Pupils arrive to Warneford with a variety of different skills & knowledge, depending on the experiences in their previous schools. We build on this by asking pupils what they have learnt previously, safety of our pupils is paramount. We also ensure our pupils are getting the best possible experience from every lesson. Pupils cover a range of sports and are taught two activities per half term. Football, Accurate replication (boys), dance (girls), Gymnastics (girls), Netball (girls), HRE, Basketball, Badminton, Rugby (boys), Hockey and alternative sports. These activities all are placed into the categories below.					
	SOW	Health related exercise	Athletics	Gymnastics and dance	Invasion games	Net games	Striking and fielding
	Unit Focus	To learn how the body works and the effect certain activities have on the body. Intent – Pupils often have no health related exercise knowledge prior to joining secondary school.	To experience and learn about track and field events. Intent- pupils have often taken part in running and throwing races, but these are not fully recognised athletics events. We cover as many athletics events as possible to ensure pupils have a wide knowledge base and the rules that govern them.	To learn basic movements and to try basic choreography with guidance. Intent- To learn the basic movements of gymnastics safely, to be able to create short routines using the basic movements with the correct technique. To be able to experience performing as a group or individuals. To learn basic dance movements and choreographic devices that can help with choreography. Such as canon and unison.	Basketball, Football, Hockey, Netball, Rugby, alternative activities. Intent- to learn the basic skills for each activity with the correct technique, some pupils will have some basic knowledge and the teacher can then build on this or use the able pupils to help coach to help develop their knowledge further. Pupils to experience a full sided game – lower sets may practise conditioned games for safety reasons.	Badminton, volleyball and tennis. Intent- to learn the basic skills for each activity with the correct technique, some pupils will have some basic knowledge and the teacher can then build on this or use the able pupils to help coach to help develop their knowledge further. Pupils to experience a full sided game – lower sets this may be a conditioned game for safety reasons.	Rounders and Cricket. Intent- to learn the basic skills for each activity with the correct technique, some pupils will have some basic knowledge and the teacher can then build on this or use the able pupils to help coach to help develop their knowledge further. Pupils to experience a full sided game – lower sets this may be a conditioned game for safety reasons.
Implementation Year 8	Year Overview	Year 8 builds upon the skills taught in Year 7. Pupils will be expected to use more sports specific language and to place the basic skills learnt with success into game situations. We have had to change our options for our year 8 pupils this year, due to the uneven gender split - we are therefore teaching very large, mixed gender classes. Pupils cover a range of sports and are taught two activities per half term. These include HRE, Basketball, Football, Badminton, Netball, Tag rugby, Alternative activities, Volleyball. These activities all are placed into the categories below.					
	SOW	Health related exercise	Athletics	Gymnastics and dance	Invasion games	Net games	Striking and fielding
	Unit Focus	To understand and explain the effects certain activities have on the body. To increase fitness levels. To learn new ways to exercise. Intent – Pupils will be taught a range of different fitness activities and will understand how these improve their fitness levels, as well as how they relate to specific games and activities.	To develop running technique and pacing. To understand the fully competitive nature of throwing and jumping events. To start learning more complex techniques to improve time and distances. Intent – Pupils will start looking at the rules and regulations that govern each event in athletics. They will compete in a range of track and field events and embed as well as develop the techniques learnt previously.	To build on and embed basic movements in gymnastics. To try new styles of dance and new movements within the dance style chosen as well as use more choreographic techniques. Intent – To develop the basic movements of gymnastics safely, to be able to create short routines using the basic movements and a range of choreographic tools with the correct technique. To understand what makes a good routine.	To build on and embed basic skills and to experience a full sided game. To use more complex practice situations that mirror situations that can occur in games. Intent – To progress the basic skills for each activity looking at ways to beat opponents or to develop their skill set. Pupils will understand a range of tactics that will allow pupils to become a better performer. Pupils will experience a full sided game – lower sets this may be a conditioned game for safety reasons.	To build on and embed basic skills and to experience a full sided game. To use more complex practice situations that mirror situations that can occur in games. Intent – To progress the basic skills for each activity looking at ways to beat opponents or to develop their skill set. Pupils will understand a range of tactics that will allow pupils to become a better performer. Pupils will experience a full sided game – lower sets this may be a conditioned game for safety reasons.	To build on and embed basic skills and to experience a full sided game. To use more complex practice situations that mirror situations that can occur in games. Intent – To progress the basic skills for each activity looking at ways to beat opponents or to develop their skill set. Pupils will understand a range of tactics that will allow pupils to become a better performer. Pupils will experience a full sided game – lower sets this may be a conditioned game for safety reasons.
Implementation Year 9	Year Overview	Year 9 pupils continue to build on prior learning looking at set plays and tactics where appropriate, some may also start to officiate sports within lessons to further increase their knowledge of sport. This does depend on the class and the retention of skills from previous years. Pupils cover a range of sports and are taught two activities per half term. Volleyball, Football, Basketball, dance (girls), Gymnastics (girls), Netball (girls), HRE, Basketball, Badminton, Rugby (boys), Hockey, OAA and problem solving and alternative sports. These activities all are placed into the categories below.					
	SOW	Health related exercise	Athletics and OAA	Gymnastics and dance	Invasion games	Net games	Striking and fielding
	Unit Focus	To learn how look after your body and maintain a healthy lifestyles. Intent – Pupils will have a good knowledge of the components of fitness and how they are used in certain sports. Also, there is a range of fitness types delivered to increase pupil participation inside and outside of school.	To focus on certain events in athletics and to be able to do a few events in a fully competitive situation. Intent – Pupils will build on their knowledge and understanding from previous years. Pupils will have the opportunity to fill in gaps in their knowledge and to be placed into a fully competitive situation throughout the module.	To learn progress onto the large apparatus in gymnastics and to create a lindy hop routine. Intent – To learn the basic movements on the large apparatus with all safety aspects covered. To be able to create short routines using the basic movements combined with more complex movement and specific movements taught on each part of the apparatus.	To learn more complex skills and to build on set plays and tactics. Intent – To recap on the basic skills for each activity with the correct technique, the teacher will then recap more complex practice situations to consolidate knowledge. Teachers will also bring in thinking about tactical play and positions. For the more able pupils they may be asked to officiate or help to coach those who are less able than themselves in a collaborative way. For lower sets this may still be a conditioned game for safety reasons.	To learn more complex skills and to build on set plays and tactics. Intent – To recap on the basic skills for each activity with the correct technique, the teacher will then recap more complex practice situations to consolidate knowledge. Teachers will also bring in thinking about tactical play and positions. For the more able pupils they may be asked to officiate or help to coach those who are less able than themselves in a collaborative way. For lower sets this may still be a conditioned game for safety reasons.	To learn more complex skills and to build on set plays and tactics. Intent – To recap on the basic skills for each activity with the correct technique, the teacher will then recap more complex practice situations to consolidate knowledge. Teachers will also bring in thinking about tactical play and positions. For the more able pupils they may be asked to officiate or help to coach those who are less able than themselves in a collaborative way. For lower sets this may still be a conditioned game for safety reasons.
Year 10	Year Overview	Our aim is to offer a variety of options for pupils to take part in and to keep pupils active. We want to develop knowledge of different activities that could be participated in outside of school. Pupils will develop knowledge of how health related exercise has a positive effect on the body. Overall we want our students to be active and away from the traditional classroom in our lessons.					
	SOW	Term 1 - Football, Alternative activities, badminton, netball	Term 2 - Dance, netball, volleyball, basketball	Term 3 - Health related exercise	Term 4 - Badminton, basket	Terms 5 and 6 - Cricket, rounders, softball, tennis	

Implementation	Unit Focus	Students to consolidate skills learnt previously. Application to full games where students are responsible for scoring and umpiring. Some pupils choose to play conditioned games and be active rather than adhere to the full rules.	Students to consolidate skills learnt previously. Application to full games where students are responsible for scoring and umpiring. Some pupils choose to play conditioned games and be active rather than adhere to the full rules.	Students to build on knowledge previously learnt. Have a range of fitness activities taught to them, these may be things they wish to continue after school	Students to consolidate skills learnt previously. Application to full games where students are responsible for scoring and umpiring. Some pupils choose to play conditioned games and be active rather than adhere to the full rules.	Students to consolidate skills learnt previously. Application to full games where students are responsible for scoring and umpiring. Some pupils choose to play conditioned games and be active rather than adhere to the full rules.	
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Implementation Year 11	SOW	Term 1 - Football, Alternative activities, badminton, netball	Term 2 - Dance, netball, volleyball, basketball	Term 3 - Health related exercise	Term 4 - Badminton, basket	Terms 5 and 6 - Cricket, rounders, softball, tennis	
	Unit Focus	Students to consolidate skills learnt previously. Application to full games where students are responsible for scoring and umpiring. Some pupils choose to play conditioned games and be active rather than adhere to the full rules.	Students to consolidate skills learnt previously. Application to full games where students are responsible for scoring and umpiring. Some pupils choose to play conditioned games and be active rather than adhere to the full rules.	Students to build on knowledge previously learnt. Have a range of fitness activities taught to them, these may be things they wish to continue after school	Students to consolidate skills learnt previously. Application to full games where students are responsible for scoring and umpiring. Some pupils choose to play conditioned games and be active rather than adhere to the full rules.	Students to consolidate skills learnt previously. Application to full games where students are responsible for scoring and umpiring. Some pupils choose to play conditioned games and be active rather than adhere to the full rules.	
	Enrichment Opportunities	We offer a range of clubs every term. This is in line with the Swindon schools competitions and leagues. Clubs we offer during the academic year include Basketball, football, netball, badminton, alternative sports, rounders, cricket. We also take pupils to local fixtures in dodgeball, bench ball, pickle ball and many other sports depending on what is being offered. The department also runs a football tour every other year and a ski trip every other year. We organise house matches three times per year in different activities, a whole school sports day, a swimming gala for year 7 pupils and our staff are always willing to run clubs if there is an interest.					
Impact	Assessment	In Key stage three we assess after every two activities (once per half term). We use our medal system of bronze, silver and gold. We assess in three different areas so all pupils have success. The three areas we assess are Mentality, Physicality, Attitude. In key stage 4 core PE there is not formal assessment. The medals are currently being put onto class charts so pupils can see the medals they are achieving. Pupils will gain feedback constantly through our teaching and be directed to the assessment boards in their tutor rooms or the sports hall so they can see what they need to do to progress. The assessments are scaffolded so they progress through learning, skills, consolidating skills and applying them into game. Then finishing with learning rules and tactics within the games/ activities covered.					
	Literacy and Numeracy links	In lessons numeracy is linked by use of teams, angles of trajectory, timing, measuring, organising teams, talking about the number of players on a team for a range of sports. Literacy is used with highlighting the command words and key words within lessons, pupils communicating with each other and using team work on a regular bases. We also use tier three vocabulary within lessons. Extended writing is used for sports studies and sports science within the coursework assignments and they have to be able to understand the marking criteria to achieve their grades.					
	How It Is Used / Skills Set Developed / Outcomes	In key stage three we start year 7 with the basic skills, year 8 these skills are progressed, year 9 tactics are introduced and key stage four is an amalgamation of all of the previous three years learning.					
	Careers in the Curriculum	Students could go on to study A 'level Physical education, vocational qualifications in sport and industry, the leisure industry or coaching. Some students have done a pre-teaching qualifications and also coaching qualifications for different sports and activities. This could lead to them becoming a sports coach, teacher, physiotherapist, sports journalist, sports analyst, working in the leisure industry.					