



CURRICULUM INTENT




PHYSICAL EDUCATION



We aim for all students to experience a high-quality knowledge-focused Physical Education (PE) and a broad and balanced range of physical activity areas in order to develop the Physical Literacy of students. Secure knowledge, understanding and the application of domain specific skills are at the heart of our PE Curriculum. Students will leave Trinity Catholic School with the knowledge required to lead healthy, active lives and value participation in life-long physical activity and exercise. Students will have the opportunity to engage in a broad range of extra-curricular activities and refine their application of skills in order to excel in competitive sports. Students will be exceptionally prepared for post-16 roles within the sports industry and undergraduate sport science related courses if they so wish.




CURRICULUM INTENT OVERVIEW

 HEAD KNOWLEDGE-RICH	<p>Students will:</p> <ul style="list-style-type: none"> • Know how to safely prepare and participate in physical activity and exercise. • Know core sporting values of honesty, integrity, respect, etiquette, teamwork and sportsmanship. • Know how to apply domain specific knowledge and complete domain specific skills across a broad range of activity areas. • Know the rules, regulations, tactics and strategies of a broad range of physical activity areas. • Know the physical, emotional and social components of health and well-being. • Know how to analyse movements within the musculoskeletal system. • Know the functions of exercise and long-term adaptations of training on the cardio-respiratory system. • Know the aerobic and anaerobic training thresholds and the causes of fatigue. • Know the key features of sports psychology including; motivation, mindset, brain plasticity and theories of arousal. • Know key socio-cultural barriers to participation for defined user-groups.
 HEART FAITH, LOVE AND RESPECT	<p>Students will:</p> <ul style="list-style-type: none"> • Respect all students, teammates, competitors and officials. • Value honesty, integrity, etiquette and sportsmanship above all else. • Develop patience and acceptance of others and themselves. • Value aesthetic appreciation and to be gracious in both victory and defeat. • Develop inter-personal skills including communication, teamwork, perseverance and leadership. • Build new relationships and participate in a broad range of recreational extra-curricular activities to further their interest in activity areas. • Demonstrate self-discipline and self-regulation of their emotions during challenging situations. • Utilise their knowledge of health in order to promote their own personal well-being. • Develop a growth mindset, valuing effort and deliberate practice in order to maximise progress. • Value, and Act on Feedback (AoF) in order to address misconceptions, improve technique and the execution of skills. Viewing mistakes as learning and not failure.
 HANDS APPLICATION OF KNOWLEDGE	<p>Students will:</p> <ul style="list-style-type: none"> • Apply their knowledge of individual activity areas in order to refine core and advanced skills across a broad range of activity areas in order to improve performance. • Apply their knowledge of tactics, strategies and decision making in order to overcome opponents in direct competition through team and individual games. • Develop health-related components of fitness; cardiovascular fitness, muscular endurance, muscular strength, flexibility, body composition. • Develop skill-related components of fitness; speed, agility, power, co-ordination, reaction time. • Be able to analyse and evaluate performance identifying strengths and recommending areas for development in order to demonstrate improvement and achieve their personal best. • Regularly take part in competitive sports and activities outside of school through community links or sports clubs.



CURRICULUM TO CLASSROOM

HEAD KNOWLEDGE-RICH	 KNOWLEDGE FOCUSED	<p>Students are taught key fundamental sport and exercise physiological and psychological knowledge alongside each practical activity area.</p> <p>Core Physical Education lessons focus on improving the desired lesson theme and subsequent domain specific knowledge rather than activity-led.</p> <p>In examination classes for Physical Education qualifications students are taught using knowledge booklets for each individual topic area. Knowledge booklets give students access to the whole curriculum and are sequenced in the order in which the curriculum is taught.</p>
	EXPERT TEACHERS (EXPLANATIONS)	<p>Teachers deliver practical activity areas whereby individual lessons are specifically sequenced to build upon knowledge and prior knowledge.</p> <p>Key explanations are planned in advance and allow for the limited capacity of working memory. They are introduced in small, manageable and sequenced increments.</p> <p>Teachers break down complex skills in smaller sub-routines in order to model and demonstrate the core and advanced skills of practical activity areas.</p> <p>Teachers carefully consider the order of progressions of a skill in order to allow students to experience success and develop competency and fluency.</p>
	TAUGHT TO BE REMEMBERED	<p>Students are routinely tested on the key fundamental sport and exercise physiological and psychological knowledge they are taught. Periodic homework tests provide opportunities for spaced retrieval of fundamental knowledge.</p> <p>In examination classes for Physical Education qualifications almost all lessons start with opportunities for retrieval of knowledge previously taught. Retrieval is often in the form of Do Now's which provide opportunities for spaced retrieval of content taught previously which is likely to be forgotten if not re-visited.</p>
HEART FAITH, LOVE AND RESPECT	ENCOURAGING CLASSROOMS BASED ON FAITH, LOVE & RESPECT	<p>Students will be expected to give their very best in every lesson, teachers have high expectations of engagement and behaviour in lessons. Teachers will monitor student's organisation of PE kit in order to support students in setting positive habits and routines. Students are encouraged to develop a Growth Mindset whereby they value effort and deliberate practice in order to develop their application of knowledge and skills. Students are encouraged to maintain high levels of motivation by setting high expectations for themselves in order to possess secure knowledge and demonstrate competence in a broad range of practical activity areas.</p>

HANDS APPLICATION OF KNOWLEDGE	EXPERT TEACHERS (MODELLING)	<p>Teachers in Physical Education will model practical skills. Complex skills will be broken down into sub-parts in order for students to build mental models and motor memory. Teachers will model whole skills in order to demonstrate secure application of knowledge across practical activity areas.</p> <p>In the classroom Physical Education teachers will model how to address different exam 'command words' in order for students to understand and meet the demands of the different styles of questions. Teachers will guide students to explore the different Assessment Objects (AO's), with particular reference to AO1 Knowledge, AO2 Application and AO3 Analysis & Evaluation.</p>
	DELIBERATE PRACTICE	<p>Physical Education teachers will plan activities which will be specifically designed for students to practice an aspect of the skill / theme they are teaching. The focus of lessons will be on developing the knowledge students need to be successful and opportunities to apply that knowledge in practice and conditioned games. Physical Education teachers will therefore use a range of deliberate practice and teaching games for understanding (TGFU) in order to improve students' outcomes and application of knowledge / skills.</p> <p>In the classroom Physical Education teachers will plan for students to complete exam-style questions with a focus on targeting different command words and AO's. When students have secure knowledge of a topic area they will complete extended writing questions in order to demonstrate their ability to analyse and evaluate across different contexts.</p>



LEARNING SEQUENCE – YEAR 7

OUTCOMES	<ul style="list-style-type: none"> • Students will know the fundamental rules, regulations and scoring systems of each activity area. • Students will know the fundamental tactics and strategies of each activity area. • Students will know the Year 7 fundamental sports science knowledge specifically identified for the Physical Education domain. • Students will have the knowledge and understanding of the core skills for each activity area. • Students apply their knowledge and demonstrate core skills in a range of contexts from isolation to competitive practices. • Students apply their knowledge and demonstrate core skills in a well-sequenced and systematic order. 	
TOPIC	<p style="text-align: center;">Year 7 Boys</p> <p>Advent / Easter: Trampolining, Rugby, Football, Table Tennis, Health Related Exercise, Basketball, Handball, OAA</p> <p>Pentecost: Athletics, Cricket, Tennis</p>	<p style="text-align: center;">Year 7 Girls</p> <p>Advent / Easter: Trampolining, Rugby, Football, Netball, Health Related Exercise, Hockey, Handball, OAA</p> <p>Pentecost: Athletics, Cricket, Tennis</p>
EXPLANATION	<p>Students follow a spiral curriculum where activity areas are revisited from one year to the next. Each activity area is comprised of an 8-week unit of work where lessons are specifically sequenced in a systematic order which allows students to gradually build upon knowledge in order to achieve a deeper understanding of the activity area and therefore demonstrate and apply that knowledge securely.</p>	



LEARNING SEQUENCE – YEAR 8

OUTCOMES	<ul style="list-style-type: none">• Students will know the rules, regulations and scoring systems of each activity area.• Students will know the tactics and strategies of each activity area.• Students will know the Year 8 fundamental sports science knowledge specifically identified for the Physical Education domain.• Students will have the knowledge and understanding of the core and some advanced skills for each activity area.• Students apply their knowledge and demonstrate core skills in a range of contexts from isolation to competitive practices.• Students apply their knowledge and demonstrate core skills in a well-sequenced and systematic order.	
TOPIC	Year 8 Boys Advent / Easter: Trampolining, Rugby, Football, Table Tennis, Health Related Exercise, Basketball, Handball, OAA Pentecost: Athletics, Cricket, Tennis	Year 8 Girls Advent / Easter: Trampolining, Rugby, Football, Netball, Health Related Exercise, Hockey, Handball, OAA Pentecost: Athletics, Cricket, Tennis
EXPLANATION	<p>Students follow a spiral curriculum where activity areas are revisited from one year to the next. Each activity area is comprised of an 8-week unit of work where lessons are specifically sequenced in a systematic order which allows students to gradually build upon knowledge in order to achieve a deeper understanding of the activity area and therefore demonstrate and apply that knowledge securely.</p> <p>Students will build upon their knowledge of previous concepts within each individual activity area by adding greater complexity. In Handball in Year 7 for example, students are taught to utilise the jump shot technique when shooting, however in Year 8 students are taught the three-step striding jump shot technique when shooting.</p>	



LEARNING SEQUENCE – YEAR 9

OUTCOMES	<ul style="list-style-type: none"> Students will know the rules, regulations and scoring systems of each activity area. Students will know the tactics and strategies of each activity area. Students will know the Year 9 fundamental sports science knowledge specifically identified for the Physical Education domain. Students will have the knowledge and understanding of the core and advanced skills for each activity area. Students apply their knowledge and demonstrate core and advanced skills in a range of contexts from isolation to competitive practices. Students apply their knowledge and demonstrate core skills in a well-sequenced and systematic order. 	
TOPIC	<p style="text-align: center;">Year 9 Boys</p> <p>Advent / Easter: Badminton, Rugby, Football, Table Tennis, Health Related Exercise, Basketball, Handball, OAA.</p> <p>Pentecost: Athletics, Cricket, Tennis</p>	<p style="text-align: center;">Year 9 Girls</p> <p>Advent / Easter: Dance, Rugby, Football, Netball, Health Related Exercise, Volleyball, Handball, OAA.</p> <p>Pentecost: Athletics, Cricket, Tennis</p>
EXPLANATION	<p>Students follow a spiral curriculum where activity areas are revisited from one year to the next. Each activity area is comprised of an 8-week unit of work where lessons are specifically sequenced in a systematic order which allows students to gradually build upon knowledge in order to achieve a deeper understanding of the activity area and therefore demonstrate and apply that knowledge securely.</p> <p>Students continue to build upon their knowledge of previous concepts within each individual activity area. This is ensured as the content of each unit of work for each individual activity area is systematically sequenced from year to year to maximise progress and guarantee that all students have the opportunity to be challenged with the same high expectations.</p> <p>In order to provide students with a broad and balanced curriculum some new more challenging activity areas may be introduced e.g. Badminton & Volleyball.</p>	



LEARNING SEQUENCE – YEAR 10 - PE

OUTCOMES	<ul style="list-style-type: none"> • Students will know the rules, regulations and scoring systems of each activity area. • Students will know the tactics and strategies of each activity area. • Students will know the Year 10 fundamental sports science knowledge specifically identified for the Physical Education domain. • Students will have the knowledge and understanding of the core and advanced skills for each activity area. • Students apply their knowledge and demonstrate core and advanced skills in a range of contexts from isolation to competitive practices. • Students apply their knowledge and demonstrate core skills and advanced skills in a well-sequenced and systematic order. • Students will have greater emphasis on the application of tactics, strategies and decision making across activity areas. 	
TOPIC	<p style="text-align: center;">Year 10 Boys</p> <p>Advent / Easter: Football, Basketball, Health Related Exercise, Handball</p> <p style="text-align: center;">Pentecost: Softball</p>	<p style="text-align: center;">Year 10 Girls</p> <p>Advent / Easter: Football, Health Related Exercise, Volleyball, Handball</p> <p style="text-align: center;">Pentecost: Rounders</p>
EXPLANATION	<p>Students follow a spiral curriculum where activity areas are revisited from one year to the next. Each activity area is comprised of an 8-week unit of work where lessons are specifically sequenced in a systematic order which allows students to gradually build upon knowledge in order to achieve a deeper understanding of the activity area and therefore demonstrate and apply that knowledge securely.</p> <p>Students continue to build upon their knowledge of previous concepts within each individual activity area. This is ensured as the content of each unit of work for each individual activity area is systematically sequenced from year to year to maximise progress and guarantee that all students have the opportunity to be challenged with the same high expectations.</p> <p>Students will experience lesson themes which have greater focus on the application of knowledge, advanced skills, tactics, strategies and decision making.</p>	

	GCSE Physical Education			
TOPIC	1.1.a The structure and function of the skeletal system 1.1.b The structure and function of the muscular system 1.1.c Movement analysis	1.1.d. Cardiovascular and respiratory systems 1.1.e. Effects of exercise on body systems 2.3 Health, fitness and well-being	1.2.a. Components of fitness 1.2.b. Applying the principles of training 1.2.c. Preventing injury in physical activity and training	2e. Analysing and Evaluating Performance (non-exam assessment: NEA)
EXPLANATION	<p>Secure knowledge of movement analysis is underpinned by both the skeletal and muscular system as these systems work in tandem to produce movement. This foundational knowledge is synoptic with other areas of the course and needs teaching as early as possible.</p>	<p>Secure knowledge of the cardiovascular and respiratory systems is required before students can explore the effects of exercise and health on the body systems. This foundational knowledge is again synoptic with other areas of the course and needs teaching as early as possible.</p>	<p>Secure knowledge of physical training is required before students can effectively plan and evaluation their own training program as part of the 2e NEA requirement</p>	<p>Students now have the foundational knowledge to begin analysing and evaluating performance</p>



LEARNING SEQUENCE – YEAR 11 - PE

OUTCOMES	<ul style="list-style-type: none"> • Students will know the rules, regulations and scoring systems of each activity area. • Students will know the tactics and strategies of each activity area. • Students will know the Year 11 fundamental sports science knowledge specifically identified for the Physical Education domain. • Students will have the knowledge and understanding of the core and advanced skills for each activity area. • Students apply their knowledge and demonstrate core and advanced skills in a range of contexts from isolation to competitive practices. • Students apply their knowledge and demonstrate core skills in a well-sequenced and systematic order. • Students will have greater emphasis on the application of tactics, strategies and decision making across activity areas. • Students will have greater autonomy in order to help maintain high levels of motivation and inform students decisions around leading health, active lives. 	
TOPIC	<p style="text-align: center;">Year 11 Boys</p> <p style="text-align: center;">Options choices</p> <p>Advent / Easter: Badminton, Rugby, Football, Table Tennis, Health Related Exercise, Basketball, Handball, Volleyball, Trampolining, Hockey, Netball, OAA</p> <p style="text-align: center;">Pentecost: Athletics, Cricket, Tennis</p>	<p style="text-align: center;">Year 11 Girls</p> <p style="text-align: center;">Options choices</p> <p>Advent / Easter: Badminton, Rugby, Football, Table Tennis, Health Related Exercise, Basketball, Handball, Volleyball, Trampolining, Hockey, Netball, OAA</p> <p style="text-align: center;">Pentecost: Athletics, Cricket, Tennis</p>
EXPLANATION	<p>Students will have greater autonomy over which activity areas they would like to undertake in order to begin to take responsibility for their own learning and make informed decisions about how they would like to be physically active. Students will often choose a performance or recreational based pathway.</p>	

	GCSE Physical Education		
TOPIC	2.2 Sports Psychology 2e. Analysing and Evaluating Performance (non-exam assessment)	2.1.c. Ethical and socio-cultural issue in physical activity and sport 2.1.a Engagement patterns of different social groups in physical activity and sports	2.1.b. Commercialisation of physical activity and sport
EXPLANATION	As students complete their own training programs they require greater knowledge of goal setting and classification of skills and therefore we introduce sports psychology at this stage when most relevant to the students	These topic areas are taught together as ethical and socio-cultural issues in sport will often have a direct impact on the engagement patterns of different social groups	This final topic is very broad in its commercial vs ethics nature and is therefore excellence for making synoptic links to other areas of the course as we begin our final examination preparations.



LEARNING SEQUENCE – YEAR 10 – BTEC DANCE

TOPIC	OUTCOMES		
	Foundation Unit: Introductory Skills	Developing Skills and Techniques in Performing Arts	Creation of Choreography in Response to Different Stimuli
EXPLANATION	<ul style="list-style-type: none"> Students will develop the key skills that prove their aptitude in Performing Arts such as; reproducing repertoire or responding to stimuli. process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance. attitudes that are considered most important in the performing arts, including personal management and communication. knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles. 		
	<p>Students start by learning dance technique exploring Ballet, Jazz and Contemporary. They learn about the origins of the different dance styles and the choreography and choreographies associated with them.</p> <p>They will investigate the skills needed by dancers, choreographers and the creative team.</p> <p>This topic provides students with knowledge and practical skills required for Unit 1 and 2.</p>	<p>Students will learn one piece of professional repertoire in one dance style.</p> <p>Students will use rehearsal processes and will apply skills and techniques in performance.</p> <p>Students are now prepared to review their skills and evaluate their work.</p> <p>They will produce a written log which in which they will review their own development and application of performance skills.</p>	<p>Students will learn about the choreographic processes. They will practically explore the processes used by professional choreographers. They will learn how to apply choreographic devices and structuring techniques when creating their own work. They will respond to a variety of different stimuli. They will write written logs in relation to the ideas processes, use of skills and an evaluation of each piece of choreography they create. This topic will prepare them for Unit 3.</p>



LEARNING SEQUENCE – YEAR 11 – BTEC DANCE

OUTCOMES	<ul style="list-style-type: none">• Students will develop the key skills that prove their aptitude in Performing Arts such as;• reproducing repertoire or responding to stimuli.• process that underpins effective ways of working in the Performing Arts, such as development of ideas, rehearsal and performance.• attitudes that are considered most important in the performing arts, including personal management and communication.• knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.	
TOPIC	Exploring the Performing Arts	Responding to a Brief
EXPLANATION	<p>Each student will investigate how professional performance is created. Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance work.</p> <p>This is completed in Year 11 rather than Year 10. Students now have the foundational knowledge to begin analysing professional work.</p>	<p>Students will understand how to respond to a brief. They will evidence this in a written log.</p> <p>They will select and develop skills and techniques in response to a brief. They will evidence this in a written log.</p> <p>They will apply skills and techniques in workshop performance in response to a brief. They will evidence this in performance.</p> <p>They will evaluate the development process and outcome in response to a brief. They will evidence this in a written log.</p>



LEARNING SEQUENCE – YEAR 12

OUTCOMES	<ul style="list-style-type: none"> • In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. • The skills focussed on in the initial teaching of the qualification include the three following areas: • cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology • intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation • interpersonal skills: self-management, adaptability and resilience, self-monitoring and development. 			
TOPIC	Unit 1: Sport and Exercise Physiology	Unit 2: Functional Anatomy	Unit 4: Field and laboratory-based testing	Unit 7: Biomechanics in Sport and Exercise
EXPLANATION	The core unit covers the application of all the key body systems and provides the foundational knowledge alongside Unit 2 for the entire course.	The core unit covers the functional knowledge of all the key body systems and provides the foundational knowledge alongside Unit 1 for the entire course.	This core unit builds upon the knowledge acquired in Units 1 & 2 and applies it to a laboratory-based domain.	Unit 7 builds upon the knowledge acquired in Units 1 & 2 and develops this knowledge through the discipline of Biomechanics



LEARNING SEQUENCE – YEAR 13

OUTCOMES	<ul style="list-style-type: none"> The second year of the course focusses on the development and refinement of more domain specific skills including: <ul style="list-style-type: none"> Refine students' foundational knowledge and transferable knowledge for undergraduate BSc (Hons) in Sport Science, Sport and Exercise Science Continue to develop students' ability to learn independently, research actively and methodically <ul style="list-style-type: none"> Refine students' ability give presentations and be active group members Opportunities for deep learning where students can make connections among units and select areas of interest for detailed study. Refine students' knowledge and skills required for degree courses including: reading technical texts, effective extended writing, analytical skills, creative development and preparation for assessment methods used in degrees. 			
TOPIC	Unit 3: Applied Sport and Exercise Psychology	Unit 5: Applied Research Methods in Sport and Exercise	Unit 6: Coaching for Performance and Fitness	Unit 8: Specialised Fitness Training
EXPLANATION	Unit 3 introduces the discipline of sports psychology. Students analyse case studies in order to evaluate psychological theories and suggests interventions to help improve performance	Unit 5 examines the three main approaches to research in sport and exercise sciences and the key issues that impact on the effectiveness and quality of research in preparation for undergraduate level study.	Unit 6 builds upon the knowledge acquired in Unit 5 and applies it to research for coaching and improving performance.	Unit 8 builds upon the knowledge acquired in Units 5 & 6 and applies it to the discipline of Periodization.



ENRICHMENT, SUPPORT, EXTRA-CURRICULAR

- Students can participate in the following extra-curricular activity areas at lunch-times and after school:
- Advent & Lent: Football, Netball, Rugby, Handball, Basketball, Volleyball, Table Tennis, Trampolining, Fitness, Badminton
- Pentecost: Athletics, Tennis, Cricket
- Students have the opportunity to represent the school competitively in all of the above activity areas.
- Examination Physical Education students can also find 1-to-1 support on a Wednesday lunch-time.
- Students also have the opportunity for further enrichment activities in the form of Year 7 Hagg Farm OAA residential, This Girl Can projects, trips to see elite level competitive sports (Football, Netball, Handball, Rugby, Tennis).
- Opportunities to develop Leadership skills (Sports Leaders project, supporting extra-curricular clubs and competitive sports teams)