Physical Education Curriculum Plan (Secondary)

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| **Our Intent-**  **We embrace the DDT Values of**  **Leadership:** we develop leadership skills, self -confidence, communication, self -discipline and teamwork within our lessons.  **Innovation:** we enable pupils to be imaginative and innovative by presenting opportunities to problem solve and design.  **Inclusivity:** we nurture respect for other people and ensure pupils value and understand differing abilities and skill levels.  **Quality:** we strive to be the best we can be by providing quality teaching and learning opportunities.  **Perseverance:** we develop a can-do attitude in our lessons and encourage pupils to be patient and determined.  **Positive culture:**  responsibility, honesty and togetherness are promoted in all lessons.  Through the medium of sport, we allow our learners to become independent, resilient and confident young people. We recognise that participation in sport and exercise has a positive influence on academic achievement, emotional stability and interaction with others.  Our school provides a broad and balanced programme of physical education with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is actively encouraged. The range of physical activities delivered is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education. Our curriculum plan is based on the National Curriculum Programme of Study for Physical Education.  Pupils are given the opportunity, at no cost, to attend a residential outdoor centre where they engage in outdoor and adventurous activities such as abseiling, canoeing, caving, bouldering and collaborative tasks.  Pupils in will take part in a range of activities and be assessed in the following areas: **invasion games** (for example football, tag-rugby, basketball, korfball, ultimate frisbee) , **net-wall games** (badminton, tennis, squash) **striking and fielding** (rounders, cricket, Danish long ball), **aesthetic activities** (dance and gymnastics),  **fitness/circuit training, athletics and Outdoor Adventurous Activities (OAA)** (field events and track events, knowledge of health and fitness, orienteering, cross-country, team building). Leadership skills are developed in all areas of the curriculum.  **Competitions**  Pupils engage in a range of competitive sports and activities (e.g. boccia, cross-country, athletics, football, rounders and tag-rugby) with both hearing and Deaf communities. We work with Deaf schools in our locality as well as nationally. We participate in events arranged by the Deaf Sports Association, Active Fusion and Panathalon. We organise and host various events such as tag rugby and rounders. Our summer Sports Day involves all ages and all families are invited to attend.  Through PE and competition, we aim to embed values such as fairness and respect. We pursue the development of resilience, teamwork and self-confidence.  **Qualifications**  We strive to provide courses that meet pupils’ ambitions. These are regularly reviewed. Qualifications include:  Level 1 qualification in Sports and Activity volunteering (SLUK)  Pearson BTEC Level 1 Introductory Sport Award  UK Deaf sport Voluntary leadership qualification  Unified Leaders’ Award (Active Fusion)  Leadership Awards in Tag-Rugby | | | | | | |
| In KS4, pupils will tackle complex and demanding physical activities. They will be offered opportunities to participate in a range of activities to develop their fitness and promote a healthy active lifestyle.  Pupils will use and develop a variety of tactics and strategies to overcome opponents in team and individual games. | | | | | | |
| Year  10 & 11 | **INVASION GAMES**  **Basketball/korfball**  Learn how to use strategies when faced with opposition with quick decision making in games. Be able to adapt strategies especially when faced with challenging situations. Develop zone and press defence and a variety of shots.  Developing officiating and leadership roles.  **Tag-rugby**  Develop more advance skills, tactics and strategies in attack and defence. Develop and speed of pass, dummy pass and further develop scissor move. Developing officiating and leadership roles.  **Football**  Use a range of advanced tactics and strategies to overcome opponents in direct competition through team and individual strategies. Develop advanced skills with controlled passing and teamwork.  Ultimate Frisbee  Develop skills to throw and catch with accuracy on the move. Understand the rules and play with tactical understanding | **STRIKING-FIELDING GAMES**  **Rounders**  Use a range of tactics and strategies to overcome opponents in direct competition through team games.  Develop officiating and leadership roles. Develop more dynamic skills. Throw and catch with accuracy on the move. Understand the rules, be able to assess the opponents' strengths and weaknesses and how to use tactics to prevent rounders.  **Cricket**  Develop more advance skills, tactics and strategies. Understand and develop confidence when officiating and in leadership roles such as captaincy. Develop a variety of bowling styles and understand fielding positions. Have an ability to bat in a defensive and attacking way. Be able to call effectively as a batting pair. | **NET-WALL GAMES**  **Badminton**  Develop more advance skills, tactics and strategies in doubles and singles.  Be able to smash, clear and drop shot and serve in a variety of ways with increasing accuracy.  Developing officiating and leadership roles.  **Tennis**  Use a range of advanced tactics and strategies to overcome opponents in direct competition through pairs and singles games.  Master the overhead serve. Be able to complete a rally with good movement and using a selection of shots  Developing officiating and leadership roles. Be able to serve and score correctly and demonstrate improved racket skills. | **ALTHETICS , OUTDOORS + ADVENTURES**  **HEALTH AND FITNESS**  **Health+Fitness**  Develop more advanced knowledge and understanding about warm up and cool down activities. Develop a range of exercises using a variety of components and understand which muscles are being used in each activity.  Lead and motivate a small group and keep an eye on timing. Set aims and know how to improve.  **Orienteering**  Take part in further advanced outdoor and adventurous activities in a range of environments that encourage pupils to work as a team, building trust and developing problem solving skills, either individually or as a group.  Develop techniques and improve performance in a range of competitive scenarios while developing personal fitness.  **Athletics**  Develop more advanced techniques and perform at maximum levels for a range of track and field events. Perform consistently with skill in sports hall athletics events. As well as traditional field athletics  Analyse performances compared to previous ones and demonstrate improvement in order to strive for their personal best.  Discuss with peers how to improve and show good leadership skills. | **AESTHETIC MOVEMENT**  **Gymnastics**  Improve more difficult balances including head stands, handstands and cartwheels. Be able to plan and perform skills in a small sequence showing a range of dynamics. Replicate more complex balances using counter- balance/tension to maintain stability. Learn how to adapt skills to incorporate apparatus. Understand and appreciate the need to make decisions about choice of movements and refining ideas when unsuccessful. To choreograph a small group sequence and then analyse and improve.  **Dance**  Experience a variety of dances ranging from improvised dance to more traditional forms of dance.  Learn set dance moves showing accuracy and control. Use a variety of movements with differing levels, formation, space, dynamics.  Be able to remember and repeat moves and work collaboratively within a group to share ideas to develop phrases.  Perform to an audience and be able to evaluate their own and others work. | **SWIMMING**  **Pupils are taught how to swim in KS2. There is no requirement to deliver swimming in KS3&4.**  **By KS3 & 4 pupils will have already developed competency in water and be able to swim 25 metres minimum. They will understand how to stay safe around water and can perform basic survival skills.**  **They will be able to perform reach and rescue skills and understand the dangers of water.** |
| Year  9 | **Basketball/Korfball**  Develop more advanced skills, tactics and strategies. Bounce, pass, dribbling with left/right hand, jump shot. Use the lay-up shot in a competitive scenario.  **Tag-rugby**  Develop technique, dodge and improve performance in competitive sports. Begin to pass with more accuracy. Be able to find space and support the ball carrier. Hold a defensive line. Pass accurately and find space by scissor movements. In open play.  **Football**  Develop technique and improve performance in competitive sports.  Develop more advanced skills, tactics and strategies. Control the ball with different parts of the body. Develop long-range passing and set pieces. Understand and use a variety of defensive structures. | **Rounders**  Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.Become competent in striking the ball and fielding the ball. Experience working in different fielding positions.  **Cricket**  Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Develop a variety of bowling actions. Know how to set a field. Develop a variety of batting skills | **Badminton**  Develop more advanced skills, tactics and strategies to overcome opponents in direct competition. Develop understanding of singles and double play and work out how to move an opponent to attack their space. Begin to develop the smash, clear and drop shot and serve in a variety of ways. Be able to serve, smash, drive, and drop shot with increased power and accuracy.  **Tennis**  Start to develop more advanced skills, tactics and strategies. Develop understanding of singles and double play and their rules. Become more competent performing forehand, backhand, volley and serve. | **Fitness+Health**  Show the discipline of being able to warm up and cool down independently. Learn how to develop a fitness circuit using a variety of exercises to challenge all parts of the body. Perform a circuit independently showing focus and determination.  Develop an understanding of the benefits of exercise. Understand the difference between aerobic fitness, strength and endurance and how to develop these.  **Orienteering**  Participate in challenging outdoor adventurous activities. Develop teamwork skills, trust and problem-solving skills.  Analyse performances with previous ones to achieve their personal best. Understand what makes a performance effective and how to apply these principles. Complete against others.  **Athletics**  Develop more advance techniques and perform with more consistency. Understand what the correct skill and movement should look like and be able to perform reciprocal teaching. Be physically active for sustained period of time. Analyse performances compared to previous ones and demonstrate a desire to improve to achieve their personal best. Perform relay changeovers with a rolling start. Improve throwing, jumping and pacing in running. Use a stop-watch effectively and be able to pace a race at different distances. | **Gymnastics**  Be able to perform and replicate rotational movement skills. Improve pupils' ability to travel and jump effectively using a variety of techniques including forwards, backwards rolls & cartwheels. Be able to perform these movements in a small sequence. Learn and perform partner balances showing an understanding about counterbalance and tension. To be able to perform skills in a small sequence showing creativity.  **Dance**  Experience a variety of dances ranging from improvised dance to more traditional forms of dance.  Learn set dance moves showing accuracy and control. Be able to remember and repeat moves and work within a group to share ideas to develop phrases. Use a variety of movements with differing levels, formation, space, dynamics. | **SWIMMING**  **Pupils are taught how to swim in KS2. There is no requirement to deliver swimming in KS3&4.**  **By KS3 & 4 pupils will have developed competency in water and be able to swim 25 metres minimum. They will understand how to stay safe around water and can perform basic survival skills.**  **They will be able to perform reach and rescue skills and understand the dangers of water.** |
| Year 8 | **Basketball/Korfball**  Develop more advanced skills, tactics and strategies. Bounce, pass, dribbling with left/right hand, jump shot. Start to develop the lay up shot  **Tag-rugby**  Develop technique, dodge and improve performance in competitive situations. Begin to pass with more accuracy. Be able to find space and support the ball carrier. Learn how to perform the scissors movement in attack and understand how to hold a defensive line.  **Football**  Develop technique and improve performance in competitive situations  Develop more advanced skills, tactics and strategies. Control the ball with different parts of the body. Develop long-range passing and set pieces. Understand a variety of defensive structures. | **Rounders**  Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Become competent in striking the ball and fielding the ball. Experience working in different fielding positions.  **Cricket**  Use a range of tactics and strategies to overcome opponents in direct competition through team and individual competition. Know how to set a simple field. Develop a variety of batting skills. | **Badminton**  Start to develop more advanced skills, tactics and strategies to overcome opponents in direct competition through pairs and individual games. To develop understanding of singles and double play. Begin to develop the smash, clear and drop shot and serve in a variety of ways.  **Tennis**  Start to develop more advanced skills, tactics and strategies. Develop understanding of singles and double play and their rules. Become more competent in forehand, backhand. Stare to develop over arm serve. | **Fitness+Health**  Develop confidence to design their own warm up and cool down independently. Begin to understand how to create various exercises carefully ensuring they are using a b good balance of muscles in the body.  Develop understanding of aerobic fitness, strength and endurance and how to develop these.  **Orienteering**  Understand what makes a performance effective and how to apply these principles. Complete against other pupils.  Participate in challenging outdoor adventurous activities. Develop teamwork skills, trust and problem-solving skills.  **Athletics**  Develop more advance techniques and perform at maximum levels for a range of events. Understand what the correct skill and movement should look like. Be physically active for sustained period. Understand and practice relay changeovers. Improve throwing, jumping and pacing in running. Learn how to use a stopwatch effectively and start to be able to pace a race. | GYMNASTICS  Refine basic balances on different body parts, including support of hand and/or head stands. Be able to perform basic movement skills including jumps and basic rolls. Improve pupils' ability to travel and jump effectively using a variety of techniques. Be able to perform these movements in a small sequence. Understand health and safety aspects of gymnastics.  **Dance**  Experience a variety of dances ranging from improvised dance to more traditional forms of dance.  Learn set dance moves showing accuracy and control. Be able to remember and repeat moves and work within a group to share ideas to develop phrases. Use a variety of movements with differing levels, formation, space, dynamics. | **SWIMMING**  **Pupils are taught how to swim in KS2. There is no requirement to deliver swimming in KS3&4.**  **By KS3 & 4 pupils will have developed competency in water and be able to swim 25 metres minimum. They will understand how to stay safe around water and can perform basic survival skills.**  **They will be able to perform reach and rescue skills and understand the dangers of water.** |
| Year  7 | **Basketball**  Develop basic skills, knowledge and understanding of rules moving into space especially a line of passing. Ball handling, basic passing, dribbling. Set shot.  **Tag- rugby**  Develop basic skills, knowledge and understanding of rules. Develop passing and receiving. Begin to understand passing in formation and evasion. Understand the rules  **Football**  Developing competence. Develop ball control, short passing, dribbling, accuracy in shooting, tackling and marking. | **Rounders**  Developing basic skills eg bowling, batting and fielding. Begin to understand the rules and basic team tactics.  **Cricket**  In 8 a side Kwik Cricket develop basic skills, knowledge and understanding of rules. Learn the basic skills of catching, throwing, bowling, running between the wickets. Begin to know when to use defensive batting and when to drive. | **Badminton**  Apply simple tactics to games. Apply basic principles to improve rallies. Learn techniques for underarm clear, overhead clear, backhand serve. Understand and apply the basic rules.  **Tennis**  Develop basic hand-eye coordination and knowledge of skills and techniques. Begin to understand rules and basic strategies for singles and doubles tennis. | **Fitness+Health**  Understand the importance of doing a warm-up and cool-down before and after exercise. Create stretching and mobilising exercises and know how to raise their pulse rate . To design their own warm-up and cool-down. Develop an understanding how various exercises can impact on a heart rate. Experience different types of fitness training. Begin to learn names of muscles.  **Orienteering**  Introduce the correct orienteering symbols and practice in the school field. Develop techniques to improve performance.  **Athletics**  Develop basic techniques for running, jumping, relay and throwing. Learn and improve standing triple jump, standing long jump and speed bounce. Experience sports hall athletic events. | **Gymnastics**  Develop basic floor skills and routines. Further develop balance and control using different bases. Develop different travels, rolls and jumps. Develop and perform basic routine using good tension, extension and control of the body.  **Dance**  Be able to copy and repeat set dance moves learn how to develop motif. Use a variety of movements with differing levels, formation, space, dynamics. Use themes and imagination to design a movement phrase. | **SWIMMING**  **Pupils are taught how to swim in KS2. There is no requirement to deliver swimming in KS3&4.**  **By KS3 & 4 pupils will have developed competency in water and be able to swim 25 metres minimum. They will understand how to stay safe around water and can perform basic survival skills.**  **They will be able to perform reach and rescue skills and understand the dangers of water.** |
| Other sports and activities: experience a diverse range of activities and skilled games in order to challenge understanding and techniques (tri-golf, boccia, cycling, bowling, kurling, potted sports eg croquet) | | | | | | |