

Curriculum Overview

Subject: Physical Education

Ambition

By the end of Year 11 a PE student at Trinity will:

- Be able to apply what they have learnt to more demanding situations or to new activities to enable them to confidently navigate the huge variety of sport and physical activity available in modern society throughout their lives.
- Know and live the multitude of benefits that Physical Education (PE), Physical Activity (PA) and Sport have to offer.
- Possess the confidence, competence and lifelong habits that will make sure that they truly have a great life.

Department Sentence

- The PE department instilled a lifelong passion for physical activity, which enabled students to live the physical, mental and social benefits and truly lead great lives - inside and out.

Intelligent sequencing of powerful knowledge

- Students at Dixons Trinity study games (invasion, striking and fielding and net and wall) and individual pursuit activities (athletic movements, gymnastics, outdoor adventurous activities, and track and field athletics) to ensure that they experience a balance of sporting activities in great depth. Furthermore, throughout the 5 year curriculum students transfer and apply their learning to different contexts, which we believe (coupled with the balance of activities), enables them to have the confidence and the competence to have a lifespan full of physical activity. We recognise that games based activities are far more than just the skills and techniques involved in them and as a department value teaching 'game understanding' through focusing lessons on specific principles of play and in-turn the rules, tactics, strategies, skills and techniques that are required to implement the individual principles of play and ultimately, to be able to work towards mastery of different games. We do this as the principles of play can be revisited in greater depth as time goes on and can be applied to other sports of a similar game type. For example, support (width and depth) is learnt in Netball in cycle 1, however, is also applied to handball, basketball and tag rugby and in greater sophistication through the year and throughout the 5 year curriculum.
- Students who take examined route PE study powerful knowledge such as anatomy and physiology, training, provision of physical activity/sport, psychology and socio-cultural factors to prepare them for the range of opportunities that exist in top jobs in not just in Sport, Physical Education or Physical Activity but in a much wider landscape of careers.
- We will achieve our ambition and enhance students' personal development through the PE curriculum equipping students with powerful knowledge and skill across the physical, cognitive, social and affective domains: In the physical domain we teach fundamental gross and fine motor skills to enable confident and competent participation in a range of sports and activities; in the cognitive domain we teach anatomy, physiology, sport psychology, training, understanding the rules, tactics and strategies in different sports to enable coherent participation; in the social domain we teach verbal and non-verbal communication and collaboration in a group or team setting, and leadership and followership which are concepts often commonly overlooked in PE curriculums; and, in the affective domain we teach the value of physical activity and its place in an individual's life, playing fairly and valuing hard work over outcome.
- We explore the vast range of careers in the sporting domain beyond the generic understanding of being a coach, teacher or elite performer. This is, when appropriate, is linked to key concepts learnt in the core curriculum as well as in examined route PE.
- The curriculum challenges any potential misguided pre-conceptions students have surrounding race and stereotypes in sport, physical activity and anatomy. In core PE, students will participate in an extensive range of sporting activities free from channelling. In examined route PE, students study socio-cultural factors in sport with careful consideration of athletes selected for examples and analysis.

Beyond the National Curriculum

- We believe that in order for students to fully enhance their competence, confidence and foster lifelong habits they must be taught beyond the expectations of the National Curriculum for PE. For example, students are taught decision making and game understanding so they can develop skills applicable to not just PE but outside of the subject. Teachers make specific reference to teamwork, resilience and communication not just in Outdoor Adventurous Activities, but throughout the PE curriculum.
- When teaching students about core knowledge in examined route PE (e.g. movement at the hip) this is done through drawing from the wider hinterland (e.g. analysing a movement such as hurdling in athletics and the details of the lead and trail leg) in order to build stronger schema.

Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
Year 7	Knowledge Introduced	Netball and Handball: Attacking and defending, keeping possession, support; Athletic Movements: intro running, throwing and jumping techniques; and Badminton: Hitting consistently, hitting deep/short, changing angle	Tag Rugby and Basketball: Keeping possession, support, applying pressure, slowing down the attack; Health and Fitness: Warm ups, Endurance, Power, circuits; Gymnastics: Basic travel, rolls, individual balances, paired balances	Rounders and Cricket: Hitting consistently, hitting to space, restricting space and Athletics: Sprinting, Javelin, Shotput, Endurance running
	Knowledge Revisited	Skills in isolation in invasion games and athletic movements.	Invasion: Attack/defence, keeping possession, support (width and depth)	Striking and Fielding: Hitting object consistently, hitting into space and Athletic movements: running, jumping, throwing
Year 8	Knowledge Introduced	Netball and Handball: Restricting space, scoring, applying pressure; Athletic Movements: Running for speed/turning, push and pull throw, obstacle running, jumping for distance; Badminton: Starting the game, restricting space, applying pressure	Tag Rugby and Basketball: Continuity, scoring, support; Health and Fitness: Strength, Agility, Speed Gymnastics: Backwards rolls, cartwheels and roundoffs, group balances	Rounders and Cricket: Making the ball hard to hit, not getting out and Athletics: Endurance running, relays
	Knowledge Revisited	Netball and Handball: Attack and defence, keeping possession; Athletic Movements: Jump, throw, run; Badminton: Hitting consistently	Tag Rugby and Basketball: Keeping possession, support, applying pressure, slowing down the attack; ; Health and Fitness: Warm ups, circuits, endurance, Power; Gymnastics: Basic travel, rolls, individual balances, paired balances	Rounders and Cricket: Hitting consistently, hitting to space, restricting space and Athletics: Sprinting, Javelin, Shotput, Endurance running
Year 9	Knowledge Introduced	Netball and Handball: Passing ahead, winning back possession, outlet passing; Athletic Movements: Jumping for height, endurance running	Tag Rugby and Basketball: Drawing defenders, applying pressure (kicking), set plays Gymnastics: Headstands, handstands, full routine; Health and Fitness: Specificity, Progressive Overload	Rounders and Cricket: Not getting out, making ball hard to hit; and Athletics: Bend running, application of techniques to full events.
	Knowledge Revisited	Netball and Handball: Restricting space, scoring, applying pressure; Athletic Movements: Running for speed/turning, push and pull throw, obstacle running, jumping for distance; Badminton: Starting the game, restricting space, applying pressure	Tag Rugby and Basketball: Continuity, scoring, support; Pickleball: Starting the game, restricting space, applying pressure; Gymnastics: Backwards rolls, cartwheels and roundoffs, group balances	Rounders and Cricket: Making the ball hard to hit, not getting out and Athletics: Endurance running, relays
Year 10	Knowledge Introduced	Netball and Handball: Positional play; Health and Fitness: Leadership and personal	Tag Rugby: Set plays, creating space; Table Tennis: Hitting consistently, starting the game, width ; Basketball: Counter	Cricket: Not getting out, fielding setups; Athletics: 100m, 200m, 400m, Relay 800m, Javelin, Shotput; Pickleball: Applying



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
		development; Badminton: applying pressure, deception	attacking, scoring ; Football: pressing, support, compactness	pressure through spin, doubles play
	Knowledge Revisited	Netball and Handball: Passing ahead, winning back possession, outlet passing; Athletic Movements: Jumping for height, endurance running	Tag Rugby and Basketball: Drawing defenders, applying pressure (kicking), set plays Gymnastics: Headstands, handstands, full routine; Health and Fitness: Specificity, Progressive Overload	Cricket: Not getting out, making ball hard to hit; and Athletics: Bend running, application of techniques to full events.
Year 11	Knowledge Introduced	Netball and Handball: Tactical and positional Play; Health and Fitness: Managing stress through exercise	Football: Creating space, restricting space; Basketball: Tactical play	Cricket: Tactical play; Softball: Hitting to space, restricting space
	Knowledge Revisited	Netball and Handball: Positional play; Health and Fitness: Leadership and personal development; Badminton: applying pressure, deception	Tag Rugby: Set plays, creating space; Table Tennis: Hitting consistently, starting the game, width; Basketball: Counter attacking, scoring ; Football: pressing, support, compactness	Cricket: Not getting out, fielding setups; Athletics: 100m, 200m, 400m, Relay 800m, Javelin, Shotput; Pickleball: Applying pressure through spin, doubles play

**A powerful, knowledge-rich curriculum teaches both substantive knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on the Trust website, for further information about how we have designed our curriculum around these concepts .*

Homework

From Y7 onwards, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice for every year group and is tied to Morning Meeting.

In addition, to support depth of learning and retrieval of powerful knowledge specifically in our subject domain we also:

- [Explain why, with examples, your curriculum is supported by any additional home learning students are given e.g. Seneca Learning, exam practice, etc - being sure to clarify the form of powerful knowledge being maximised i.e. substantive, procedural, or disciplinary]

