

Witchford Village College Physical Education – Curriculum Mission Statement

Physical Education	Components			Composite	KS3 Mission Statement
	What new knowledge/content do we introduce?			What do students <i>do</i> with the skills knowledge and understanding?	<i>By the end of year 9, a Witchford Village College Physical Education student will...</i>
	Year 7	Year 8	Year 9		
Autumn and Spring	<p>Groups of students participate in the following activities, on rotation, throughout the autumn and spring terms:</p> <p>Gymnastics Leadership Invasion Games (Rugby, Netball, Football, Ultimate Frisbee, Basketball, Tchoukball, Dodgeball) Net & Wall Games (Badminton)</p> <p>New knowledge, skills and content are activity-specific, but also related to a journey that is developed through the whole of KS3, looking at the knowledge skills and understanding across groups of activities e.g. invasion games, net and wall games, striking & fielding games, leadership & athletics.</p> <p>Students will also be able to understand the importance of the impact Physical Education can have on the improvement of performance and leading healthy active lifestyles.</p>	<p>Groups of students participate in the following activities, on rotation, throughout the autumn and spring terms:</p> <p>Gymnastics Leadership Invasion Games (Rugby, Netball, Football, Ultimate Frisbee, Basketball, Tchoukball, Dodgeball) Net & Wall Games (Badminton)</p> <p>New knowledge, skills and content are activity-specific, but also related to a journey that is developed through the whole of KS3, looking at the knowledge skills and understanding across groups of activities e.g. invasion games, net and wall games, striking & fielding games, leadership & athletics.</p> <p>Students will also be able to understand the importance of the impact Physical Education can have on the improvement of performance and leading healthy active lifestyles.</p>	<p>Groups of students participate in the following activities, on rotation, throughout the autumn and spring terms:</p> <p>Gymnastics Leadership Invasion Games (Rugby, Netball, Football, Ultimate Frisbee, Basketball, Tchoukball, Dodgeball) Net & Wall Games (Badminton)</p> <p>New knowledge, skills and content are activity-specific, but also related to a journey that is developed through the whole of KS3, looking at the knowledge skills and understanding across groups of activities e.g. invasion games, net and wall games, striking & fielding games, leadership & athletics.</p> <p>Students will also be able to understand the importance of the impact Physical Education can have on the improvement of performance and leading healthy active lifestyles.</p>	<p>Students use the skills, knowledge and understanding to ably demonstrate and apply appropriate activity-specific techniques, skills and decision making.</p> <p>Students will demonstrate and apply activity-specific tactics, strategies and compositional ideas.</p> <p>Additionally, our students will competently analyse and evaluate performance, both as a coach and as a performer.</p> <p>Students will develop an ability to apply activity-specific rules as an official or performer.</p> <p>Students will develop core leadership skills to help organise and improve the performance of others.</p> <p>They will also recognise and apply health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport.</p> <p>Students will be able to explain how physical activity can contribute towards a healthy and active lifestyle.</p> <p>Students will have the lifelong competence and confidence to take part in extra-curricular physical activities, either as part of the programme offered at Trust, or opportunities offered in the local community.</p>	<p>By the end of year 9, students will be confident and able to express themselves through physical activity, and through different roles such as a coach, performer, official and leader.</p> <p>They will also have the confidence to learn from others via deliberate, organised opportunities for reciprocal teaching/learning. Independent decision-making is an integral part of student work by the end of year 9. The nature of the curriculum and how it is delivered, means that students can be engaged and curious.</p> <p>Students are encouraged to be verbally literate.</p> <p>They are also well-informed regarding personal safety, and able to take responsibility for their own actions – this is encouraged throughout the curriculum (e.g. athletics and Leadership).</p> <p>Students are encouraged to show resilience in a range of situations and are equipped to lead an active, healthy lifestyle.</p> <p>Moral and social development is a feature of the KS3 Physical Education curriculum. Our students are encouraged to sensitively and respectfully interact with people from a range of backgrounds (teamwork).</p> <p>The relevance of rules and fair play through positive sporting behaviour is a major part of the games curriculum.</p>

Witchford Village College Physical Education – Curriculum Mission Statement

<p>Summer</p>	<p>Groups of students participate in the following activities, on rotation, throughout the summer term:</p> <p>Athletics Leadership Net & Wall Games (Tennis) Striking & Fielding (Rounders, Cricket, Softball)</p> <p>New knowledge, skills and content are activity-specific, but also related to a journey that is developed through the whole of KS3, looking at the knowledge skills and understanding across groups of activities e.g. invasion games, net and wall games, striking & fielding games, leadership & athletics.</p> <p>Students will also be able to understand the importance of the impact Physical Education can have on the improvement of performance and leading healthy active lifestyles.</p>	<p>Groups of students participate in the following activities, on rotation, throughout the summer term:</p> <p>Athletics Leadership Net & Wall Games (Tennis) Striking & Fielding (Rounders, Cricket, Softball)</p> <p>New knowledge, skills and content are activity-specific, but also related to a journey that is developed through the whole of KS3, looking at the knowledge skills and understanding across groups of activities e.g. invasion games, net and wall games, striking & fielding games, leadership & athletics.</p> <p>Students will also be able to understand the importance of the impact Physical Education can have on the improvement of performance and leading healthy active lifestyles.</p>	<p>Groups of students participate in the following activities, on rotation, throughout the summer term:</p> <p>Athletics Leadership Net & Wall Games (Tennis) Striking & Fielding (Rounders, Cricket, Softball)</p> <p>New knowledge, skills and content are activity-specific, but also related to a journey that is developed through the whole of KS3, looking at the knowledge skills and understanding across groups of activities e.g. invasion games, net and wall games, striking & fielding games, leadership & athletics.</p> <p>Students will also be able to understand the importance of the impact Physical Education can have on the improvement of performance and leading healthy active lifestyles.</p>		
---------------	---	---	---	--	--

Witchford Village College Physical Education – Curriculum Mission Statement

<p><i>Rationale for these specific components and composite outcomes:</i></p>	<p>The curriculum in year 7 ensures that students have the opportunity to learn a broad range of activity-specific skills, which build upon the largely generic skills gained at Key Stage 2.</p> <p>Students are deliberately engaged in a great deal of partner work, team work and some leadership as a direct consequence of the choice of activities, and the ways in which lessons are delivered.</p> <p>The range of activities have been chosen to inspire students to lead a healthy and active lifestyle. They have also been chosen to provide skills and attitudes which enable them to confidently and competently take part in extra-curricular opportunities at Trust and join clubs in the local community.</p>	<p>The curriculum in year 8 ensures that students have the opportunity to refine a broad range of activity-specific skills, which largely build upon the skills gained in year 7.</p> <p>Students are deliberately engaged in a great deal of partner work, team work and leadership as a direct consequence of the choice of activities, and the ways in which lessons are delivered.</p> <p>The range of activities have been chosen to inspire students to lead a healthy and active lifestyle. They have also been chosen to provide skills and attitudes which enable them to confidently and competently take part in extra-curricular opportunities at Trust and join clubs in the local community.</p>	<p>The curriculum in year 9 ensures that students have the opportunity to further refine a broad range of activity-specific skills, which largely build upon the skills gained in year 8. Students have the opportunity to develop key concepts of examination PE courses at Trust.</p> <p>Students are deliberately engaged in a great deal of partner work, team work and an increasing amount of leadership as a direct consequence of the choice of activities, and the ways in which lessons are delivered. The range of activities have been chosen to inspire students to lead a healthy and active lifestyle.</p> <p>They have also been chosen to provide skills and attitudes which enable them to confidently and competently take part in extra-curricular opportunities at Trust and join clubs in the local community.</p>	<p>The composite activities which students attempt in Physical Education are appropriate, challenging and worthwhile for the following reasons:</p> <p>Students are encouraged to grapple with increasingly difficult skills, tactics and compositional ideas – this is possible due to the continuity of activities across Key Stage 3. All activities provide the opportunity to challenge and extend skills in leadership and initiative.</p> <p>The broad range of activities ensure that a broad range of interests are accommodated. Students can therefore be inspired to choose to take part in something, in their own time (either as part of the broad extra-curricular programme, or in the local community – supported by school-club links).</p> <p>Students are encouraged to have a lifelong positive and confident attitude towards leading an active healthy lifestyle,</p>	
<p><i>How is challenge embedded into the KS3 curriculum?</i></p> <p><i>How does this build on KS2?</i></p>	<p>Challenge in the Key Stage 3 curriculum is built upon our core knowledge of the KS 2 curriculum. This knowledge is based on the prescribed national curriculum for Physical Education, and also the detailed Cambridgeshire guidelines for teaching Physical Education in primary schools. This said, there is an enormous range of ability as students arrive in year 7 – this can be due to the varying quality of physical education in our feeder primary schools, but also a range of socio-cultural influences e.g. students from a less affluent background tend not to have attended sports clubs/classes, whereas students from a more affluent background are likely to have attended sports clubs/classes in the local community from an early age. Some specific sports are valued and/or promoted in some cultures, but not in others. Female and male participation is valued and/or promoted in some cultures, but not in others.</p> <p>There is no reliable information from primary schools which enable us to confidently place students into sets before arriving at Trust. We therefore organise a setting process at the start of year 7, which is then reviewed termly throughout Key Stage 3.</p> <p>From the outset, the curriculum seeks to stretch students towards performing effectively in recognised physical activities, as a performer, coach, official and leader.</p> <p>Challenge is embedded and evidenced through schemes of learning, which are explicit in providing an expectation and an opportunity for students to access increasingly challenging skills, knowledge and understanding. They are given genuinely difficult and new skills, knowledge and understanding to master.</p> <p>Challenge is also evidenced via learning walks, and appraisal lesson observations. A challenging lesson shows that learning intentions are set at an aspirational level, with students subsequently supported in different ways to access the content of the lesson.</p> <p>The broad range of extra-curricular clubs also provide the opportunity for students to be challenged at the highest level possible in a state school environment.</p>				