

At Norton Knatchbull School the Physical Education Department aim to provide a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Our department also aims to ensure that all pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engaged in competitive sports and lead a healthy, active lifestyle.

For further information please contact:

Mr A Leonard

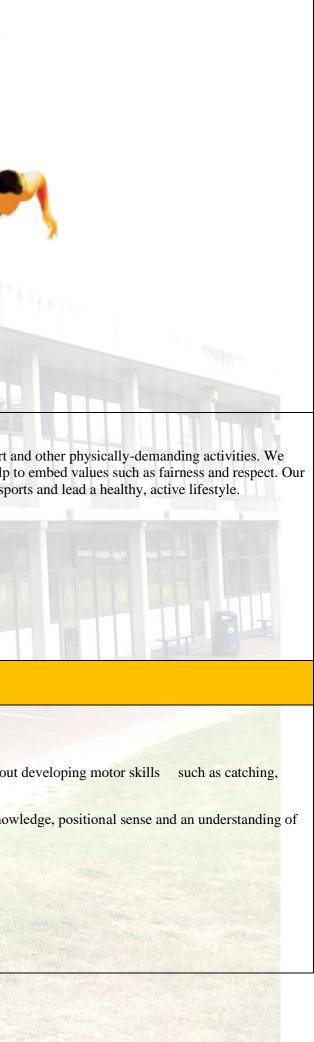
Subject Leader for PE

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Year 7

Prior to joining NKS students will have studied... Local primary schools offer a range of sporting experiences. Some pupils may not of been taught units in specific sports, but more about developing motor skills such as catching, throwing, kicking, balancing etc. Some school do have external coaches who give sessions on Hockey and Cricket for example.

Our curriculum builds on and extends this by... e.g. Units are sequenced to encourage/allow...the development of basic and some intermediate skills across a range of sports. Tactical knowledge, positional sense and an understanding of the rules are also developed in Rugby, Football, Hockey, Gymnastics, Basketball, Badminton, Athletics, Cricket and Tennis.



|  | Term 1   | Term 2  | Term 3   | Term 4   | Term 5  | Term 6   |
|--|--|---|--|--|---|--|
| Content –<br>Knowledge and<br>Understanding<br>&<br>Skills and<br>concepts | CORE<br>Rugby<br>Passing, Positional sense,<br>attacking & defensive lines,<br>Tackling & Rucking<br>3 man scrums<br>3 v 3 & 5 v 5 games<br>Badminton<br>Clears, Drop Shots<br>Singles play<br>Cross country | Hockey <ul> <li>Controlling the ball</li> <li>Push Pass</li> <li>Slap pass</li> <li>3 v 1 possession</li> <li>3 v 3 games</li> </ul> Basketball <ul> <li>Chest &amp; Bounce pass</li> <li>Dribbling</li> <li>Set shots</li> </ul> | Hockey<br>• Controlling the ball<br>• Push Pass<br>• Slap pass<br>• 3 v 1 possession<br>• 3 v 3 games<br>Basketball<br>• Chest & Bounce pass<br>• Dribbling<br>• Set shots | <ul> <li>Football</li> <li>Instep &amp; Laces passing</li> <li>3 v 1 Possession</li> <li>Control diff parts of body</li> <li>Dribbling</li> <li>5 v 5 games</li> <li>Gymnastics</li> <li>Point balances</li> <li>Basic travelling rolls/jumps</li> <li>paired</li> </ul> | Athletics<br>• Intro to sprints/<br>middle distance/<br>throws and jumps        | Tennis<br>Grip<br>Ready Position<br>Forehand<br>Backhand<br>Singles play<br>Cricket<br>Fielding<br>Bowling<br>Straight drive |
|  | Pace & Endurance   | <ul> <li>Lay ups</li> <li>3 v 3 games</li> </ul>  | <ul> <li>Lay ups</li> <li>3 v 3 games</li> </ul>   | sequences/routines.  |   | Forward Def     Small sided games  |
| Assessment   |  | Assessed on the skills learnt<br>within their Rugby & Badminton<br>against 1-9  | Assessed on the skills learnt within<br>their Hockey & Basketball against<br>1-9   | Assessed on the skills learnt<br>within their Football &<br>Gymnastics against 1-9   | Assessed on the skills & events<br>learnt within their Athletics<br>against 1-9 | Assessed on the skills learnt<br>within their Cricket & Tennis<br>against 1-9  |
| Enrichment and<br>extension  | Football, Rugby, Hockey, Athletics, Tennis & Cricket Teams and Badminton Tournament.         House Competitions for Rugby, Football, Hockey, Badminton, Basketball, Athletics, Tennis & Cricket.             |   |  |  |   |  |



|  | n builds on and extends the work do<br>g of the rules are also further develope  | • •   | -   | -  | skills across a range of sports. Tact   | ical knowledge, positional sens  |  |
|--|--|---|---|--|---|--|--|
| It prepares student  | ts for the GCSE programme by e.§   | g. Units are sequenced to encourage/al  | low the development of both their p   | ractical skills as well as their knowl   | edge of muscles and team building a   | nd coaching skills.  |  |
|  | Term 1   | Term 2  | Term 3  | Term 4   | Term 5  | Term 6   |  |
| Content –<br>Knowledge and<br>Understanding<br>&<br>Skills and<br>concepts | CORE<br>Rugby<br>Passing,<br>Positional sense, attacking &<br>defensive lines,<br>Tackling<br>Rucking & clearing out<br>Mauling<br>5 man scrums<br>7 v 7 games | <ul> <li>Hockey</li> <li>Controlling the ball</li> <li>Push Pass</li> <li>Slap pass</li> <li>7 v 3 possession</li> <li>Tackling technique</li> <li>7 v 7 games</li> </ul>                   | <ul> <li>Hockey</li> <li>Controlling the ball</li> <li>Push Pass</li> <li>Slap pass</li> <li>7 v 3 possession</li> <li>Tackling technique</li> <li>7 v 7 games</li> </ul> | <ul> <li>Football</li> <li>Instep &amp; Laces passing</li> <li>7 v 3 Possession</li> <li>Control diff parts of body</li> <li>Dribbling &amp; Turns</li> <li>7 v 7 games</li> </ul> | Athletics<br>• sprints/ relay Middle<br>distance / throws and<br>jumps          | Tennis<br>Grip<br>Ready Position<br>Forehand<br>Backhand<br>Volleys<br>Singles play        |  |
|  | Gymnastics<br>• Mirror/Matching balances<br>• Travelling rolls/jumps<br>• Routines in 4s<br>Cross country<br>• Pace & Endurance                                | Basketball <ul> <li>Chest &amp; Bounce pass</li> <li>Dribbling</li> <li>Set shots</li> <li>Lay ups</li> <li>3 v 3 games</li> </ul>  | <ul> <li>Basketball</li> <li>Chest &amp; Bounce pass</li> <li>Dribbling</li> <li>Set shots</li> <li>Lay ups</li> <li>3 v 3 games</li> </ul>                               | <ul> <li>Badminton</li> <li>Clears, Drop Shots, Drive</li> <li>Singles play</li> </ul>   |   | Cricket<br>• Fielding<br>• Bowling<br>• Back Defence<br>• Pull shot<br>• Small sided games |  |
| Assessment   |  | Assessed on the skills learnt<br>within their Rugby & Gymnastics<br>against 1-9   | Assessed on the skills learnt within<br>their Hockey & Basketball against<br>1-9  | Assessed on the skills learnt<br>within their Football &<br>Badminton against 1-9  | Assessed on the skills & events<br>learnt within their Athletics<br>against 1-9 | Assessed on the skills learnt<br>within their Cricket & Tennis<br>against 1-9              |  |
| Enrichment and<br>extension  |  | Football, Rugby, Hockey, Athletics, Tennis & Cricket Teams and Badminton Tournament.<br>House Competitions for Rugby, Football, Hockey, Badminton, Basketball, Athletics, Tennis & Cricket. |   |  |   |  |  |

### Year 9

Our Y9 curriculum builds on and extends the work done in Y8 by... e.g. Units are sequenced to encourage/allow... Units are sequenced to encourage/allow... the further development of intermediate skills across a range of sports. Tactical knowledge, positional sense and an understanding of the rules are also further developed in Rugby, Football, Hockey, Gymnastics, Basketball, Badminton, Athletics, Cricket and Tennis.

At GCSE, the pupils are introduced to new sports which include Table Tennis, Volleyball, Handball as well as a Sport Creation unit that develops their team building, communicational and leadership skills.

|  | Term 1  | Term 2   | Term 3   | Term 4   | Term 5   | Term 6   |
|--|---|--|--|--|--|--|
| Content –<br>Knowledge and<br>Understanding<br>&<br>Skills and<br>concepts | CORE<br>Rugby<br>Passing, Positional sense,<br>attacking & defensive lines,<br>Tackling<br>Continuous Rucking<br>Mauling situations<br>Phase play situations<br>8 man scrums<br>7 y 7 mms | Hockey * Controlling the ball<br>* Slap pass<br>* Hit pass<br>* 7 v 3 possession<br>* Short Corners<br>* 7 v 7 games | Hockey * Controlling the ball<br>* Slap pass<br>* Hit pass<br>* 7 v 3 possession<br>* Short Corners<br>* 7 v 7 games | Football * Instep & Laces<br>passing * 7 v 3 Possession<br>* Dribbling & Turns<br>* Crossing & Shooting<br>* 7 v 7 games | Athletics * sprints/ relay<br>Middle distance<br>/ throws and<br>jumps | Tennis * Grip<br>* Ready Position<br>* Forehand<br>* Backhand<br>* Volleys *<br>Serves<br>* Doubles play |
|  | <ul> <li>7 v 7 games</li> <li>Badminton</li> <li>Clears, Drop Shots, Drive &amp; Smash</li> <li>Doubles play</li> <li>Cross country</li> <li>Pace &amp; Endurance</li> </ul>              | Basketball * Chest & Bounce<br>pass<br>* Dribbling weaker<br>hand<br>* Jump shots<br>* Lay ups<br>* 5 v 5 games      | Basketball * Chest & Bounce<br>pass<br>* Dribbling weaker<br>hand<br>* Jump shots<br>* Lay ups<br>* 5 v 5 games      | Gymnastics * Threw Vaults<br>* Straddle Vaults<br>* Neck springs   |  | Cricket * Fielding<br>* Bowling<br>* Drive shot<br>* Cut shot<br>* Small sided<br>games                  |
| 6  | GCSE<br>Core skills in Volleyball   | Core skills in Handball  | Sport Creation topic to develop<br>leadership skills and group<br>dynamics   | Core skills in Table Tennis  | Core skills in Tennis  | Core skills in Cricket   |
| Assessment   | GCSE Practical  | GCSE Practical   | GCSE Practical   | GCSE Practical   | GCSE Practical   | GCSE Practical   |
| Enrichment and<br>extension  | Football, Rugby, Hockey, Athletics<br>House Competitions for Rugby, Foo   | , Tennis & Cricket Teams and Badmir<br>otball, Hockey, Badminton, Basketbal  |  |  |  |  |

### Year 10

Our Y10 curriculum builds on and extends the work done in Y9 by... e.g. Units are sequenced to encourage/allow... the further development of intermediate skills and introduce advanced skills across a range of sports. Tactical knowledge, positional sense and an understanding of the rules are also further developed. Pupils develop their coaching abilities through our Football coaching programme and are then given options where they get to choose which sports they would like to specialise in.

At GCSE, the pupils are practically taught intermediate and advanced skills across a range of sports that can be used for the GCSE practical element of the course. The pupils also start the theory part of the course where they cover topics on Health, Fitness, Diet, Psychology, Commercialisation, Technology, Training programmes.

|  | Term 1   | Term 2  | Term 3  | Term 4  | Term 5  | Term 6  |
|--|--|---|---|---|---|---|
| Content –<br>Knowledge and<br>Understanding<br>&<br>Skills and<br>concepts | CORE<br>Football<br>• Pupils develop their coaching<br>by coaching peers<br>• 11 v 11 Tournament<br>GCSE Practical<br>Pupils learn advanced skills in<br>Volleyball<br>GCSE Theory<br>Pupils learn & are assessed on the<br>following topics;<br>Health & Fitness<br>Sedentary Lifestyle& Obesity<br>Somatotypes<br>Food Components<br>Use of data | <ul> <li>Football</li> <li>Pupils develop their coaching by coaching peers</li> <li>11 v 11 Tournament</li> <li>Pupils learn advanced skills in Handball</li> <li>Pupils learn &amp; are assessed on the following topics;<br/>Skills &amp; Ability<br/>Goal Setting &amp; Info<br/>Processing<br/>Guidance<br/>Feedback<br/>Arousal<br/>Motivation<br/>Participation<br/>Aggression<br/>Personality</li> </ul> | Options         • Pupils develop their         Advanced skills & match play         in either Volleyball,         Badminton, Hockey, Fitness.         Pupils learn advanced skills in         Table Tennis         Pupils learn & are assessed on the         following topics;         Skills & Ability         Goal Setting & Info Processing         Guidance         Feedback         Arousal         Motivation         Participation         Aggression         Personality | <ul> <li>Options</li> <li>Pupils develop their<br/>Advanced skills &amp; match<br/>play in either Basketball,<br/>Badminton, Table Tennis,<br/>Rugby, Fitness</li> <li>Pupils learn advanced skills in<br/>Football &amp; Hockey</li> <li>Pupils learn &amp; are assessed on the<br/>following topics;<br/>Commercialisation in Sport<br/>Technology in Sport<br/>Spectator Behaviour<br/>Player Conduct</li> </ul> | <ul> <li>Athletics</li> <li>Pupils develop advanced skills and techniques across a range of Athletic disciplines</li> <li>Pupils learn advanced skills in Tennis</li> <li>Pupils learn &amp; are assessed on the following topics; Fitness Components Fitness Testing Principles of training Types of Training Safety Principles Training Safety Principles Training Seasons</li> </ul> | <ul> <li>Options</li> <li>Pupils develop their<br/>Advanced skills &amp; Match<br/>play in either Cricket,<br/>Tennis or Softball</li> <li>Pupils learn advanced skills i<br/>Cricket</li> <li>Pupils learn &amp; are assessed of<br/>the following topics;<br/>Fitness Components<br/>Fitness Testing<br/>Principles of training<br/>Types of Training<br/>Safety Principles<br/>Training Seasons</li> </ul> |
| Assessment   | GCSE Practical<br>Unit Test 1 on Theory  | GCSE Practical  | GCSE Practical<br>Unit Test 2 on Theory   | GCSE Practical  | GCSE Practical<br>Unit Test 3 on Theory   | GCSE Practical<br>Unit Test 4 on Theory   |
| Enrichment and<br>extension  | Football, Rugby, Hockey, Athletics,<br>House Competitions for Rugby, Foo   | Tennis & Cricket Teams and Badmin   |   |   |   |   |



#### Year 11

**Our Y11 curriculum builds on and extends the work done in Y10 by...** e.g. Units are sequenced to encourage/allow... the further development of intermediate skills and advanced skills across a range of sports. Tactical knowledge, positional sense and an understanding of the rules are also further developed. Pupils develop their coaching abilities through our Football coaching programme and are then given options where they get to choose which sports they would like to specialise in.

At GCSE, the pupils are practically taught intermediate and advanced skills across a range of sports that can be used for the GCSE practical element of the course. The pupils also continue the theory part of the course where they cover topics on Anatomy & Physiology and Movement Analysis. We then run a revision programme in term 4 & 5, focussing on exam technique and questions.

|  | Term 1   | Term 2  | Term 3  | Term 4  | Term 5   | Term 6         |
|--|--|---|---|---|--|----------------|
| ontent –<br>nowledge and<br>nderstanding | CORE<br>Football <ul> <li>Pupils develop their coaching</li> </ul>   | Football <ul> <li>Pupils develop their coaching</li> </ul>  | Options   | Options   | Options  |                |
| &<br>ills and                            | <ul><li>by coaching peers</li><li>11 v 11 Tournament</li></ul>   | <ul><li>by coaching peers</li><li>11 v 11 Tournament</li></ul>  | <ul> <li>Pupils develop their<br/>Advanced skills &amp; match play<br/>in either Volleyball,<br/>Badminton, Hockey, Fitness,</li> </ul> | • Pupils develop their<br>Advanced skills & match<br>play in either Basketball,<br>Badminton, Table Tennis,                 | Pupils develop their<br>Advanced skills & Match<br>play in either Cricket,<br>Tennis or Softball |                |
| oncepts                                  | GCSE Practical<br>Pupils learn advanced skills in<br>Badminton   | GCSE Practical<br>Pupils learn advanced skills in<br>Basketball   | GCSE Practical<br>Pupils learn advanced skills in<br>Rugby  | Rugby, Fitness  | GCSE Theory<br>Pupils focus on the following;  | aller.         |
|  | GCSE Theory<br>Pupils learn & are assessed on the<br>following topics;<br>Muscular Skeletal system<br>Joints | GCSE Theory<br>Pupils learn & are assessed on the<br>following topics;<br>Aerobic & Anaerobic exercise<br>Effects of Exercise | GCSE Theory<br>Pupils learn & are assessed on the<br>following topics;  | <b>GCSE Practical</b><br>Pupils learn advanced skills and<br>are reassessed across a range of<br>sports to finalise grades. | Revision & Practice Exams  |                |
|  | Respiratory System<br>Cardiovascular system  | Levers<br>Muscle Action   | Planes & Axis<br>Movement Analysis<br>Coursework Planning & Draft   | GCSE Theory<br>Pupils focus on the following;<br>Coursework Final Submission<br>Revision & Practice Exams                   |  |                |
|  |  |   |   |   |  |                |
| ssessment                                | GCSE Practical   | GCSE Practical<br>Unit Test 5   | GCSE Practical<br>Unit Test 6   | GCSE Practical  | GCSE Practical   | GCSE Practical |
| Enrichment and                           | Football & Rugby teams, Badmintor  | n Tournament.   | SAU"= GRT   |   |  |                |
| extension                                | House Competitions for Rugby, Foo  | tball, Hockey, Badminton, Basketball  | Athletics, Tennis & Cricket.  |   |  |                |



Year 12

Prior to commencing A Level students will have studied... ideally GCSE Physical Education, but must also have a good knowledge in Biology (entry requirement of a 6) Pupils will play sport regularly outside of school

And will need to specialise in 1 sport.

An understanding of students' starting points is achieved by... looking at their GCSE grades in PE, their GCSE Theory paper marks and their Biology GCSE grade. Literacy tasks are within every lesson and regular early home works are set to gage pupils starting points and any knowledge gaps. The 1<sup>st</sup> Unit Test is early in the course to identify strengths & weaknesses of the pupils.

Our Y12 curriculum builds on and extends this by... e.g. Units are sequenced to encourage/allow... development and thinking skills across a range of topics including participation, anatomy and physiology, skill acquisition & sport and society.

|                                     | Term 1  | Term 2  | Term 3  | Term 4  | Terr  |
|-------------------------------------|---|---|---|---|---|
| Content –                           |   |   |   |   |   |
| Knowledge and<br>Understanding<br>& | Paper 1: Factors affecting<br>participation in physical activity and<br>sport | Paper 1: Factors affecting<br>participation in physical activity<br>and sport | Paper 1: Factors affecting<br>participation in physical activity<br>and sport | Paper 1: Factors affecting<br>participation in physical activity<br>and sport | Paper 1: Factors a<br>participation in p<br>and sport |
| Skills and<br>concepts              | Section A: Applied anatomy and physiology                                     | Section A: Applied anatomy and physiology                                     | Section B: Skill acquisition  | Section B: Skill acquisition  | Section C: Sport                                      |
|                                     |   |   |   |   |   |
| Assessment                          | Linear Progressive Tests on topics<br>taught                                  | Linear Progressive Tests on<br>topics taught                                  | Linear Progressive Tests on topics<br>taught                                  | Linear Progressive Tests on topics taught                                     | Linear Progressiv<br>topics taught<br>PPE             |
| Enrichment and<br>extension         | 1 <sup>st</sup> & 2 <sup>nd</sup> XI Football teams, 1 <sup>st</sup> XI Ho    | ckey team, 1 <sup>st</sup> XI Cricket team, U18                               | Tennis Team. Enrichment programme   | e on Wednesday afternoons   |   |

erm 5 Term 6 rs affecting Paper 1: Factors affecting physical activity participation in physical activity and sport Section C: Sport and society rt and society sive Tests on Linear Progressive Tests on topics taught



|  |   |   | Year 13  |  |   |  |  |  |  |  |  |
|--|---|---|--|--|---|--|--|--|--|--|--|
| Our Y13 curriculum builds on and extends the work done in Y12 by e.g. Units are sequenced to encourage/allow development and thinking skills across a range of topics including exercise physiology, biomechanics, sport psychology, sport and society. Revision programme then in place for Year 12 & 13. |   |   |  |  |   |  |  |  |  |  |  |
| a.<br>Katala   | Term 1  | Term 2  | Term 3   | Term 4   | Term 5  | Term 6   |  |  |  |  |  |
| Content –<br>Cnowledge and<br>Inderstanding<br>&<br>kills and<br>oncepts   | Paper 2:<br>Factors affecting optimal<br>performance in physical activity and<br>sport<br>Section A:<br>Exercise physiology and<br>biomechanics | Paper 2:<br>Factors affecting optimal<br>performance in physical activity<br>and sport<br>Section A:<br>Exercise physiology and<br>biomechanics | Paper 2:<br>Factors affecting optimal<br>performance in physical activity<br>and sport<br>Section B:<br>Sport psychology | Paper 2:<br>Factors affecting optimal<br>performance in physical activity<br>and sport<br>Section C:<br>Sport and society and technology<br>in sport | Paper 2:<br>Factors affecting optimal<br>performance in physical activity<br>and sport<br>Revision programme and Exam<br>question practice / previous<br>papers | Paper 2:<br>Factors affecting optimal<br>performance in physical activi<br>and sport |  |  |  |  |  |
|  |   |   |  |  |   |  |  |  |  |  |  |
| ssessment  | Linear Progressive Tests on topics taught   | Linear Progressive Tests on<br>topics taught  | Linear Progressive Tests on topics<br>taught   | Linear Progressive Tests on topics taught  | Linear Progressive Tests on topics taught   | Linear Progressive Tests on<br>topics taught   |  |  |  |  |  |

