

## YEAR 7 – 11 – Curriculum Plan

Subject: Core PE

### SLR STATEMENT OF INTENT:

Physical Education and Sport will develop a learner's character, and their ability to self-regulate. We will do this by interacting with the learners, ensuring communication is constructive, sporting morals are reinforced, confidence is high, but balanced, and providing opportunities of leadership and independence. We will inspire learners by being the inspiration both personally, and through the introduction of external links. Learners will be encouraged to have aspirations for a healthy, and active lifestyle, with opportunities and guidance provided to support this. PE and Sport will be inclusive, with a broad and balanced curriculum of activities that provides opportunities for any learner to either refine a sporting talent, or open a door to a new one. Physical literacy will be at the heart of lessons, with a curriculum that enthuses articulation, self-reflection, and the ability to develop a sporting vocabulary.

### CORE PE OVERVIEW

Learners will follow a core PE curriculum that allows them to engage in a variety of activities. Regardless of year stage or gender, learners at Bradford Academy in years 7-10, will engage in 9 different activities, gymnastics, football, rugby, cricket, rounder's, netball, volleyball, athletics/fundamental movement skills, and basketball. Learners in key stage 3 have a fundamentals movement skills approach to their athletics, and teaches them the most important skills required to progress in sport and through their sporting career at BA. This at present is not assessed, and provides a basis for their development, rather than an assessed aspect. All other activities are assessed using the levels below. During assessment learners are assessed against activity specific success criteria.

In year 11 learners are soon going to be leaving and become young adults in society. Therefore, it is important that these learners think about living a healthy, active lifestyle on their departure from Physical Education at Bradford Academy. The aim is to explore a range of sports and activities that young people can participate in once leaving school. This includes external visits to sport and leisure centres, participating in classes that are available outside of school. When in school, learners will still participate in a range of activities that encourage a healthy active lifestyle, develop as an athlete or realise the social, mental and physical benefits of staying active.

#### CONTENT

##### Year 7 – 10

Throughout the year every learner will participate once in each of the following sports for 4 weeks. These are netball, football, cricket, rounders, basketball, gymnastics (floor or vaulting), and volleyball, rugby and athletics/fundamental movement skills. An outline of what is covered is listed below.

##### Gymnastics (floor)

A floor routine that includes different types of balances (individual, partner, group, counter, counter-tension, full-weight and part-weight), travelling movements (jumps, leaps, hops, and rolls), and different levels (high, medium, low) with a starting finishes position with the potential of incorporating equipment (bench, box or buck). There is particular emphasis on difficulty and execution of routines along with creativity.

##### Gymnastics (vault)

Performing different vaults with different levels of difficulty while still maintaining a high standard of execution. It always starts with a good run up, take-off and landing

#### ASSESSMENT

The PE assessment criteria's have changed this year to allow, students, staff and parents to have a clearer picture of achievement in different sports. Your child will receive three grades per sport. One for their performance levels, one for their knowledge and understanding in the sport and one for their ATL. Teachers will also be assessing your child's fitness levels in lessons, however, we will not report on these at our termly data collections. If you would like to discuss the fitness level grade with your child's PE teacher please contact them via email and or book an appointment at parent consultation evenings. The assessment grading criteria is as follows:

##### Skill Based Criteria:

**Grass Roots** - Your child is participating and engaging in the chosen physical activity. They can perform skills required to meet the sports 'grass roots' criteria for their age.

technique. Once that is perfected, learners are encouraged to start performing different vaults including tuck, pike straddle, somersault, head and hand springs.

### **Basketball**

Perform as part of team in a game situation. Skills that will be covered are dribbling, footwork, different types of shooting and passing. When these skills are developed, learners will then start to look at tactic and game play including defending and attacking and different positions within a game.

### **Cricket**

Within cricket, learners will develop fundamental motor skills like catching and throwing. Learners will also practice their batting skills, trying to involve power and direction onto their shots. Once these skills have been developed, learners will start looking into the different positions and then apply everything into game situations.

### **Football**

A popular sport for our learners at the academy. The aim is for learners to develop their fundamental football skills such as dribbling, passing and shooting. Once this skills are in place, learners will develop their tactical knowledge and understanding to outwit opponents and learn to defend to minimise the chances of conceding goals.

### **Netball**

The key learning that must take place in netball is performing the footwork rule consistently and correctly so not give away a free pass. Furthermore, learning the positions and where these positions are allowed to play on the court is vital. Learners will also develop their passing, marking and shooting skills in order to apply these to a game situation.

### **Rounders**

Learners will develop their throwing, catching, bowling and batting skills in order to apply to a game. It is important that learners understand the rules in rounders to apply the correct tactic at the correct time, for example understanding where rounders can be scored so the fielding team can throw the ball to the correct base. Tactics and rules will be explored from the fielding side and also from the batting side of the game.

### **Rugby**

Learners will explore the different passing and receiving techniques involved in rugby. Along with this, learners will understand the rules around passing such as knock-ons and

**Beginner** - Your child is beginning to show signs of developing their level of skills in low pressured situations for their age. They meet the demands of the success criteria for the sport they are participating in.

**Amateur** – Your child is developing their skill in pressured situations for their age. They meet the demands of the success criteria for ‘Amateur’ in the sport they are participating in.

**Club** – Your child is representing or is currently capable of representing a club or school level. They have a level of skill that meet the criteria for the sport.

**District** – Your child represents or is currently capable of representing the sport at district level at their age.

### **Knowledge Based Criteria:**

**Grass Roots** - Knows the basic rules, scoring systems and regulations of the game and can identify various positions/tactics.

**Beginner** – Your child Knows the basic rules and scoring systems and some advanced rules. They can identify some positions/tactics and attempt to coach small groups in an adapted situations to have a positive influence.

**Amateur** - Your child Knows the basic rules and scoring systems of the sport and most advanced rules. They can identify positions/tactics and can apply them to coach others to positively affect play.

**Club** – Your child knows the rules and scoring systems to officiate/coach independently. They can identify positions/tactics and can apply more than one to their or others performance.

**District** – Your child has an in depth understanding of rules and scoring systems of the sport. When leading/coaching they can apply and adapt positions/tactics. They are a competent official and or coach.

forward pass. Learners will learn how to tackle, how to move through the 6 tackles and then attempt to apply this within a game situation.

### **Volleyball**

Learners will learn the basic actions in volleyball including the set, dig and spike. Learners will then learn the rules in volleyball in order to apply these skills into a game successfully. For example, as the ball crosses the net, the receiving team only have 3 touches before you have to return the ball back. Therefore learners will develop their knowledge and understanding about positions on the court and importance of movement within a game.

### **Year 11**

Year 11 learners will explore different activities that they can participate in as a young adult. There are external visits to leisure centres, trampoline parks and gym facilities to show what is available to learners in their local community, in the hope they continue with a healthy, active lifestyle after their time at Bradford Academy.

When in school, learners will participate in a range of sports that enjoy as well as continuing to develop their athletic ability and their knowledge and understanding. We want learners to leave their physical education journey at Bradford Academy as self-regulating, independent young adults who understand how to make the right choice when it comes to staying physically active and realise the social, physical and mental benefits of participating in sport and active leisure.

All learners are encouraged to attend electives and join a team. It is also an opportunity to be scouted for our Sporting Elite Programme where learners receive extra training sessions to develop their athletic ability along with opportunities to be selected for the Dragon Boat Race or other athletic development trips.