

What are the fundamental concepts of physical education?

Movement - *Develop competence to excel in a broad range of physical activities* - Develop fundamental movement skills, becoming increasingly confident and competent. Students master basic movements such as running, jumping, throwing and catching. They begin to use these skills in isolation and in combination to tackle complex and demanding physical activities

Using skills, techniques - Learn how to use skills in different ways and to link them to make actions and sequences of movement. During Key Stages 3 and 4, students become more competent, confident and expert in their techniques and apply them across different sports and physical activities.

Dance and Gymnastics - Perform dances using advanced dance techniques in a range of dance styles and forms. Develop their technique and improve their performance in other physical activities e.g. gymnastics activities.

Cooperation (social) - *Opportunities to compete in sport and other activities build character and help to embed values; such as fairness and respect.* Engage in cooperative physical activities and enjoy communicating, collaborating with each other within a team. Students will be encouraged to work in a team, building on trust and developing skills (either individually) or as a group

Competition - *A high quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport. Engage in competitive physical activities (both against self and against others).*

Games - Play competitive games, modified where appropriate. Students will use a range of tactics and strategies to overcome opponents in direct competition (through team and individual games).

Challenge - Succeed and excel (in competitive sport) and other physically demanding activities. Students will develop an understanding of how to improve in increasingly complex and demanding physical activities.

Analysis and evaluation- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.

Preparation for life and participation - *Provide opportunities for students to become physically confident in a way which supports their health and fitness.* Students are encouraged to become involved in a range of activities that develops personal fitness and promotes a fitness; promoting an active, healthy lifestyle.

Health and fitness – *Students should be physically active for sustained periods of time. They should learn how to lead healthy, active lives.* Students should be involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

What sports do students participate in each year and what do they study?

Year 7	Year 8	Year 9
Football	Football	Football
Rugby	Rugby	Rugby
Netball	Netball	Netball
Hockey	Hockey	Hockey
Basketball	Basketball	Basketball
Cricket	Cricket	Cricket
Rounders	Rounders	Rounders
Tennis	Tennis	Tennis
Gymnastics	Gymnastics	Gymnastics - Trampoline
Dance	Dance	Badminton
Orienteering	Orienteering	Orienteering
Health and Fitness	Health and Fitness	Health and Fitness
Athletics	Athletics	Athletics

Year 10	Year 11
Football	Football
Rugby	Rugby
Netball	Netball
Hockey	Hockey
Basketball	Basketball
Cricket	Cricket
Rounders	Rounders
Tennis	Tennis
Gymnastics - Trampoline	Gymnastics - Trampoline
Badminton	Badminton
Health and Fitness	Health and Fitness
Athletics	Athletics
BTEC Sport TECH Award	
Explore types and provision of sport and physical activity for different types of participant.	Understand how different components of fitness are used in different physical activities.
Examine equipment and technology required for participants to use when taking part in sport and physical activity.	Be able to participate in sport and understand the roles and responsibilities of officials.
Be able to prepare participants to take part in sport and physical activity	Demonstrate ways to improve participants' sporting techniques.
Understand how different components of fitness are used in different physical activities.	Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise
Be able to participate in sport and understand the roles and responsibilities of officials.	Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport

	and exercise
Demonstrate ways to improve participants' sporting techniques.	Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise
	Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise

Year 12	Year 13
Anatomy and Physiology	Professional development in the Sports Industry
Fitness Training and Programming for Health, Sport and Wellbeing	Sports Leadership
	Application of Fitness Testing
	Sports Psychology
	Practical Sports Performance or Running a Sports Event

What key skills do students develop over time?

No matter which area of the curriculum is studied within physical education, students will gain a wide range of very employable and transferable skills, knowledge and attributes. These include:

Physical education at Millom School should help students to:

- Develop subject knowledge and **understanding** that is highly relevant to the enjoyment of sport and physical activity. Students will learn specialist skills which are relevant to specific activities; but they will also learn skills which are transferable into society.
- Develop **independence** through working to analyse and development their own strengths and weaknesses in terms of performance and their own health and fitness.
- **Communicate** ideas, skills, tactics and rules it to a variety of audiences in different situations, from group work in a team to officiating and coaching.
- Have **Determination** to tackle complex and demanding physical activities.
- Be a **collaborator** by having the experience of working in a team, including coaching and choreography.
- Be an **investigator** and showing an interest in how to improve performance and their own health and fitness by keeping up to date with modern ideas.
- Achieve a **positive** approach to health and fitness, learning and working with others.

How are all pupils learning in physical education?

The physical education curriculum provides opportunities for students to learn new activities and build on physical skills in a variety of ways. This in turn provides opportunities for student progress to be assessed in a range of ways.

Lessons and tasks in which games and physical activity skills are taught differ in both style and complexity. Differentiated tasks ensures that lesson are accessible to all students, including providing opportunities for stretch and challenge of the more able students. From Year 9, students are provided with options in games lessons; in order to help them progress in areas in which they feel they can succeed. Where possible, in Years 7 and 8 SEN provision is taken into account and smaller nurture groups are created in order to ensure basic skills of physical component are embedded, perhaps using adapted games.

How are pupils assessed in physical education?

Assessment opportunities include:

- Question and answers – this will happen in all lessons to ensure students fully understand the key skills, processes and concepts taught in the lesson.
- Formative assessment - also known as assessment for learning, is a method of assessing pupils while learning is happening rather than at the end of a topic or sequence of lessons. This can take many forms; including teacher observation of the skills being completed.
- Summative assessments - are used to evaluate student learning, skill acquisition, and achievement at the conclusion of a unit of work; normally 6 weeks. Each activity has predetermined criteria against which the students are assessed. Assessments follow BTEC marking system of WT – Working Towards, Pass – Level 2 Pass, Merit – Level 2 Merit, Distinction – Level 2 Distinction and Distinction* (although it is not possible for students to be awarded this for a specific unit in BTEC; it can be an overall grade). Pupils must be able to perform skills in isolation and within a competitive sporting environment. This also demonstrates knowledge and understanding of rules; supported by knowledge of the fitness testing and components of fitness.
- Peer assessment - Peer assessment is a key assessment tool; allowing all pupils to give and receive immediate, individual feedback. Students inform their peers what they did well and what they could do to improve against predetermine sets of criteria; this is especially useful in gymnastics, dance and athletics.

How can pupils progress in physical education?

As students' progress through the key stages, they continue to build on a broad range of practical skills, key concepts and processes. The structure of the physical education curriculum encourages continuity of learning, whilst consistently providing opportunities to consolidate and build on prior learning and progressing this learning into more demanding situations.

The Key Stage 3 curriculum provides an excellent grounding and preparation for the nature of tasks required by the BTEC Sport course currently taught. Fitness Testing and Training principles are covered in Health Related Fitness Units. Practical sport and the ideas of using skills in isolation, in conditioned practices and in competitive situations are key in games activities. Sports Leadership ideas are embedded throughout the core Physical Education curriculum at both Key Stage 3 and 4. Many of the topics taught and issues considered in Key Stages 4 and 5 are introduced in the Key Stage 3 curriculum.

BTEC Sport Level 2 naturally leads onto to BTEC Sport Level 3; but can also lead onto A-level Physical Education. Many students find that BTEC Sport, at both Level 2 and 3, also complements science A-levels or BTECs.

Physical Education and Sport are so diverse in the nature of the courses that they have direct links to a very wide range of Higher Education courses. These include:

- History
- Geography
- Biology
- Chemistry
- Nutrition
- English
- Sociology
- Psychology
- Strength and Conditioning
- Physiotherapy
- Sports Rehabilitation

- Primary Education
- Outdoor Education

Physical education lends itself to a range of careers in sports and fitness; as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists and chiropractors have a degree in physical education?

Some careers that you could consider doing with physical education include:

- Sports Science
- PE Teacher
- Physiotherapist
- Professional sportsperson
- Sports coach/consultant
- Sports policy at local and national level
- Diet and fitness instructor
- Personal trainer

How can pupils enrich their knowledge and understanding in physical education?

Curriculum organisation - extra-curricular sessions after school, and even at weekends, include opportunities for:

- all children, through appropriate competition, to reach the highest possible standards of attainment; either as individuals or as part of a team.
- all children to engage in a variety of activities which will encourage them, and enable them, to continue to participate in healthy enjoyable sports once they have left full time education.

The department offers a number of trips such as the Conway Trip (Year 7) and the Annual Austrian Ski Course; to allow students to further develop.

The school support students who play at representative levels (in recent years these have ranged from District to National level) and also work with professional clubs to which students have been signed for.

Year 12 and 13 students also have an opportunity to enhance their awareness of both the subject and the opportunities that it presents during university visits.