



# Buckler's Mead Academy

**Curriculum Booklet: Physical Education**

**Subject Lead: Mrs Morrison**



## Physical Education Curriculum Intent

*Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity*  
- **John F Kennedy**

At Buckler's Mead School, we aim to nurture and grow a lifelong love of physical activity in all our students and equip them with the knowledge and skills needed to support good physical and mental health, for the rest of their lives. Our curriculum is designed so that all students build the skills and knowledge of a wide range of activities so that they have the confidence and desire to participate in sport at school and later in life. We support our students to fulfil their potential and compete in sports at County, Regional or National standard.

As Buckler's Mead is a comprehensive school that takes students across the full range of prior ability, our curriculum reflects the needs of all our students, regardless of their starting point, and allows them to achieve their full potential. We challenge and support students to work to the best of their ability at all times. Our curriculum is designed to exceed the National Curriculum requirements at KS3 and KS4 to ensure that it is ambitious for all. We are also mindful that our students come to us having had different experiences of physical activity. We have a strong focus on removing barriers in Physical Education to equalise opportunities, enabling students to achieve their personal best in physical activity or the world of competitive sport.

Across the five-year journey, our intent for every student is to:

- build confidence in a wide range of sports and physical activities that students can use competitively or recreationally throughout school and beyond.
- develop students' character through demonstrating and developing key personal and effective skills, values, behaviours and character traits.
- develop leadership and teamwork skills and provide a variety of opportunities to develop these life skills through sport.
- challenge every student to perform at their own 'Personal Best' each lesson and to strive towards their aspirational targets.
- access a pathway in the study of sport, from Y10, which will open a variety of exciting career opportunities in sport.

Our four "golden threads" of PHYSICAL (physical performance), THINKING (tactical/technical knowledge), HEALTH (fitness) and SOCIAL (leadership and assessment) are mapped across our spiral curriculum. We provide our students with a genuine appreciation and understanding of different sports and aspire to develop athletic and sporting excellence. We also seek to enhance their knowledge and understanding of the importance of exercise and healthy lifestyles.

Opportunities to learn extend well beyond the four walls of the conventional classroom. At Buckler's Mead we celebrate achievements for both effort and attainment through our annual Sports Awards evening and recognising students in assemblies and our Star of the Week board. We offer a wider variety of extra-curricular activities for students who want to be physically active and find a sport that they love, as well as offering students the opportunity to participate at a competitive level. This enriches and extends our students' opportunities and experiences in sport to enable them to have a positive impact on the local community. Examples include sports fixtures, sports events including inclusive sport, external coaches, Swimming, Dance and House competitions.



## Physical Education Curriculum Implementation:

At Buckler’s Mead students are taught in a variety of groupings at both KS3 and KS4, so our planning has an emphasis on providing support and challenge for all students. All lessons follow the school’s Learning Cycle (Connect, Describe, Challenge and Demonstrate). A range of differentiated activities are provided to students, including challenge tasks for students who require stretching and support and scaffolding of tasks for support.

### Key Stage 3

At Buckler’s Mead the curriculum is planned around seasonal sports, which enables students to compete in area fixtures and county finals. We sequence the learning around our 4 golden threads: Physical, Thinking, Healthy and Social. There are assessment criteria against each of these threads so that students’ progression in these key areas can be tracked. Transferable skills are interleaved between the different sports so students are retrieving and using previous learning throughout the year.

All students participate in a broad range of sports, including team, individual sports and fitness activities. Sports include: football, rugby, badminton, trampolining, athletics, rounders, cricket and fitness. Girls undertake additional practice of netball. Students have 5 week blocks for each activity/sport, they are then assessed against our sports criteria (golden threads). In line with the school’s assessment procedure students complete a feedforward task to close gaps in learning. Students are grouped as follows:

**Year 7:** 4 Classes: Set 1 and 2 (Boys) and Set 1 and Set 2 (Girls)

**Year 8 and Year 9:** 3 Classes: Boys, Girls and Mixed

### Key Stage 4

At Key Stage 4, all students participate in core PE lessons. As part of the Options Process, they can also choose to study the NCFE L1/2 Technical Award in Health and Fitness specification, which provides students with the skills and knowledge required for future courses at Further and Higher Education. It is a popular course and there are 5 exam classes across Year 10 and Year 11. Many students progress to enter into a sports career or college course in some capacity. It is taught across 2 years and both the project based element and the exam are taken in year 11. This allows students to make links between the different topics which reinforces key concepts.

Students will have 5 lessons of this exam course across the 2 weeks. It is theory based and students are regularly assessed every half term via a class based assessment or mock paper. These assessments will range from end of topic to cumulative assessments.

### Allocated Curriculum Time:

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Lessons per fortnight</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>4 - Core 5- NCFE</b>	<b>4 - Core 5- NCFE</b>



## Year 7 Programme of Study

Students will be taught a range of basic and advanced skills and tactics through a broad curriculum. They will develop their ability to apply these skills and tactics in isolated practices to competitive situations such as small-sided and full-sided games.

Students are taught rules and regulations of various sports/activities and will develop their ability to explain their understanding of skills, techniques and tactics.

They will gain an understanding of Fitness Components, Training Methods and Principles of Training through Fitness and will develop their leadership and assessment skills in order to give their peers feedback on performance, lead a warm-up or a small practice or officiate a sport/activity.

Term	Curriculum Foci	Group	Formal Assessment
<b>Autumn Term 1 and 2</b>	Rugby, Basketball, Fitness	Boys Set 1	Assessment takes place every 5 weeks against a set of criteria for each sport based on our 4 'golden threads' - PHYSICAL, THINKING, HEALTH and SOCIAL.  Students will receive a formal grade for each sport/activity - Emerging, Rising or Mastering.
	Fitness, Rugby, Basketball	Boys Set 2	
	Hockey, Fitness, Football	Girls Set 1	
	Basketball, Hockey, Trampolining	Girls Set 2	
<b>Spring Term 3 and 4</b>	Football, Trampolining, Handball	Boys Set 1	Students will also receive written feedback in the form of a 'Whole Class Feedback' document with What Went Well, Next Steps and Misconceptions (if any) via Google Classroom at the end of Autumn, Spring and Summer terms.
	Trampolining, Handball, Football	Boys Set 2	
	Netball, Rugby, Trampolining	Girls Set 1	
	Rugby, Netball, Fitness	Girls Set 2	
<b>Summer Term 5 and 6</b>	Cricket, Athletics, Tennis	Boys Set 1	
	Short Tennis, Athletics, Cricket	Boys Set 2	
	Rounders, Athletics, Short Tennis	Girls Set 1	
	Short Tennis, Athletics, Rounders	Girls Set 2	



## Year 8 Programme of Study

Students will be taught a range of basic and advanced skills and tactics through a broad curriculum. They will develop their ability to apply these skills and tactics in isolated practices to competitive situations such as small-sided and full-sided games.

Students are taught rules and regulations of various sports/activities and will develop their ability to explain their understanding of skills, techniques and tactics.

They will gain an understanding of Fitness Components, Training Methods and Principles of Training through Fitness and will develop their leadership and assessment skills in order to give their peers feedback on performance, lead a warm-up or a small practice or officiate a sport/activity.

Term	Curriculum Foci	Group	Formal Assessment
<b>Autumn Term 1 and 2</b>	Rugby, Basketball, Fitness	Boys	Assessment takes place every 5 weeks against a set of criteria for each sport based on our 4 'golden threads' - PHYSICAL, THINKING, HEALTH and SOCIAL.
	Hockey, Basketball, Football	Girls	
	Basketball, Hockey, Fitness	Mixed	
<b>Spring Term 3 and 4</b>	Football, Handball, Cricket	Boys	Students will receive a formal grade for each sport/activity - Emerging, Rising or Mastering.  Students will also receive written feedback in the form of a 'Whole Class Feedback' document with What Went Well, Next Steps and Misconceptions (if any) via Google Classroom at the end of Autumn, Spring and Summer terms.
	Netball, Rugby, Rounders	Girls	
	Badminton, Football, Rounders	Mixed	
<b>Summer Term 5 and 6</b>	Cricket (cont.), Athletics, Tennis	Boys	
	Rounder (cont.), Athletics, Fitness	Girls	
	Rounders (cont.), Athletics, Cricket	Mixed	



## Year 9 Programme of Study

Students will be taught a range of basic and advanced skills and tactics through a broad curriculum. They will develop their ability to apply these skills and tactics in isolated practices to competitive situations such as small-sided and full-sided games.

Students are taught rules and regulations of various sports/activities and will develop their ability to explain their understanding of skills, techniques and tactics.

They will gain an understanding of Fitness Components, Training Methods and Principles of Training through Fitness and will develop their leadership and assessment skills in order to give their peers feedback on performance, lead a warm-up or a small practice or officiate a sport/activity.

Term	Curriculum Foci	Group	Formal Assessment
<b>Autumn Term 1 and 2</b>	Rugby, Fitness, Basketball	Boys	Assessment takes place every 5 weeks against a set of criteria for each sport based on our 4 'golden threads' - PHYSICAL, THINKING, HEALTH and SOCIAL.
	Hockey, Basketball, Football	Girls	
	Basketball, Hockey, Fitness	Mixed	
<b>Spring Term 3 and 4</b>	Football, Handball, Cricket	Boys	Students will receive a formal grade for each sport/activity - Emerging, Rising or Mastering.  Students will also receive written feedback in the form of a 'Whole Class Feedback' document with What Went Well, Next Steps and Misconceptions (if any) via Google Classroom at the end of Autumn, Spring and Summer terms.
	Netball, Rugby, Rounders	Girls	
	Badminton, Football, Tennis	Mixed	
<b>Summer Term 5 and 6</b>	Cricket (cont.), Athletics, Tennis	Boys	
	Rounder (cont.), Athletics, Fitness	Girls	
	Tennis (cont.), Athletics, Rounders	Mixed	



### Year 10 and 11 Core PE Programme of Study

Students will continue to participate fully in a broad range of sports/activities. They will continue to develop and refine their skills, knowledge and tactics through various sports/activities.

Students will continue to develop and demonstrate confidence within a team/group activity and some will be able to influence others performances.

Students will develop their understanding of how to be healthy and we aim for them to demonstrate a high level of fitness and to be motivated in all physical activities.

Students will demonstrate resilience, will be able to officiate and lead small groups with confidence.

Term	Curriculum Foci	Group
<b>Autumn Term 1 and 2</b>	Rugby, Basketball, Football Hockey, Netball, Basketball Basketball, Hockey, Netball	Boys Girls Mixed
<b>Spring Term 3 and 4</b>	Fitness, Handball, Tennis Football, Fitness, Rounders Badminton, Football, Fitness	Boys Girls Mixed
<b>Summer Term 5 and 6</b>	Tennis (cont.), Athletics, Softball Rounders (cont.), Athletics, Tennis Fitness (cont.), Athletics, Rounders	Boys Girls Mixed

### Year 11 Core PE Programme of Study

Term	Curriculum Foci	Group
<b>Autumn Term 1 and 2</b>	Rugby, Basketball, Football Hockey, Netball, Basketball Badminton, Hockey, Fitness	Boys Girls Mixed
<b>Spring Term 3 and 4</b>	Fitness, Handball, Softball Badminton, Fitness, Rounders Football, Netball, Rounders	Boys Girls Mixed
<b>Summer Term 5 and 6</b>	Softball (cont.), Exam Season Rounders (cont.), Exam Season Rounders (cont. ), Exam Season	Boys Girls Mixed



**Year 10 L1/2 Technical Award in Health and Fitness Programme of Study**  
**Exam Board: NCFE**

<b>Term</b>	<b>Curriculum Foci</b>	<b>Formal Assessment</b>
<b>1</b>	<p><b>Skeletal System</b></p> <ul style="list-style-type: none"> <li>• structure and functions; types of bones; joints;actions; spine; posture</li> </ul> <p><b>Muscular System</b></p> <ul style="list-style-type: none"> <li>• structure and functions; types of muscle; movement and fibre types</li> </ul>	<p><b>Exam Paper</b> - questions based on the Skeletal and Muscular Systems- mixture of short and long answer responses</p>
<b>2</b>	<p><b>Cardiovascular System</b></p> <ul style="list-style-type: none"> <li>• structure and functions of blood vessels and heart</li> <li>• blood redistribution; cardiac cycle; cardiovascular measurements; blood pressure</li> <li>• energy systems</li> </ul> <p><b>Respiratory System</b></p> <ul style="list-style-type: none"> <li>• structure and functions</li> <li>• diffusion and gaseous exchange</li> <li>• respiratory measurements and changes</li> </ul>	<p><b>Exam Paper</b> - questions based on the Cardiovascular and Respiratory System</p> <p><b>6 Mark Long Answer Question Respiratory System</b> - application of knowledge to a sport</p>
<b>3</b>	<p><b>Effects of health and fitness activities on the body</b> - short-term effects of health and fitness activities; long-term effects of health and fitness activities; understanding health and fitness; components of fitness</p>	<p><b>9 Mark Long Answer Exam Question</b> - application of knowledge and analysis linked to a sporting example</p>
<b>4</b>	<p><b>Fitness testing</b></p> <ul style="list-style-type: none"> <li>• health and skill related fitness tests</li> <li>• using data; validity and reliability</li> <li>• training methods; heart rate training zones; repetitions and sets</li> </ul>	<p><b>Exam Paper</b> - questions based on Fitness Tests and Training Methods</p>
<b>5</b>	<p><b>Fitness testing</b></p> <ul style="list-style-type: none"> <li>• health and skill related fitness tests</li> <li>• using data; validity and reliability</li> <li>• training methods; heart rate training zones; repetitions and sets</li> </ul> <p><b>Principles of Training</b></p> <ul style="list-style-type: none"> <li>• principles of training</li> <li>• principles of overload</li> </ul>	<p><b>9 Mark Long Answer Question</b> - application of knowledge and analysis of principles of training linked to a sporting scenario</p>
<b>6</b>	<p><b>Lifestyle factors</b></p> <ul style="list-style-type: none"> <li>• activity levels</li> <li>• diet, rest and recovery</li> <li>• other factors</li> </ul> <p><b>Applying health and fitness analysis and setting goals</b></p> <ul style="list-style-type: none"> <li>• analysis tools</li> <li>• collecting, using, analysing and evaluating data</li> <li>• goal setting</li> </ul>	<p><b>Mock Exam</b>  <b>Time:</b> 1 hour 30 minutes</p>





**Year 11 L1/2 Technical Award in Health and Fitness Programme of Study**  
**Exam Board: NCFE**

<b>Term</b>	<b>Curriculum Foci</b>	<b>Formal Assessment</b>
<b>1</b>	<p><b>The structure of a health and fitness training programme</b></p> <ul style="list-style-type: none"> <li>• components of a health and fitness programme</li> <li>• health and safety</li> <li>• the session plan; warm-up/cool-down</li> <li>• main activity section</li> <li>• reviewing the activity session</li> <li>• timescales and goal setting</li> </ul>	<p><b>Mock Synoptic Project</b> - application of knowledge from the structure of a health and fitness programme</p>
<b>2</b>	<p><b>Unit 2: Internal assessment (externally moderated)</b> Synoptic Project (60%) completion</p> <ul style="list-style-type: none"> <li>• The Synoptic Project combines elements of students' learning and to show accumulated knowledge and understanding across the content areas</li> <li>• Students are presented with a case study which they will analyse and produce a comprehensive fitness programme for a client and review its overall effectiveness</li> </ul>	<p><b>Synoptic Project</b> - 21 hours</p>
<b>3</b>		
<b>4</b>	<p><b>Unit 1: Exam</b> Revision and preparation (40%) - content areas to prioritise will be informed by prior assessments and mock exam analysis</p> <ul style="list-style-type: none"> <li>• the structure and function of body systems</li> <li>• the effects of health and fitness activities on the body</li> <li>• health and fitness and the components of fitness</li> <li>• the principles of training</li> <li>• the impact of lifestyle on health and fitness</li> <li>• testing and developing components of fitness</li> <li>• health and fitness analysis and setting goals</li> <li>• planning, developing and taking part in a health and fitness programme and understanding how to prepare safely</li> </ul>	<p><b>Mock Exam</b> <b>Time:</b> 1 hour 30 minutes</p> <p><b>In Class Exam Paper Practice</b> - multiple choice, short and long answer questions</p>
<b>5</b>		
<b>6</b>	<b>GCSE Exams</b>	



## Revision and Support:

There are many ways in which you can support your child to develop their PE skills and knowledge such as:-

- Test your child on their key vocabulary
- Please see individual Google Classrooms for your class support
- Topic workbooks (on Google Classroom)
- iAchieve (NCFE) and Seneca (GCSE) PE tasks
- NCFE Health and Fitness Revision Guide (ISBN 978-1-3983-7626-7)
- NCFE Health and Fitness Textbook (ISBN 978-1-3983-6901-6)
- BBC Bitesize (GCSE PE) revision: <https://www.bbc.co.uk>

## L1 L1/2 Technical Award in Health and Fitness Formal Assessment

Component	Weighting (%)	Content	Proposed Examination Date
<b>Unit 1</b> 1 hour 30 minutes	40%	<b>Written Exam</b> Externally-set and externally marked.	June (Year 11)
<b>Unit 2</b> Non-exam assessment (NEA)  21 Hours	60%	<b>Synoptic Project</b> Externally-set, internally marked and externally moderated.	Autumn Term (Year 11)

\*Please see exam board websites for up to date information:

[NCFE Level 1/2 Technical Award in Health and Fitness \(qualhub.co.uk\)](https://www.qualhub.co.uk)