

KS4 Physical Education overview at Blatchington Mill School

In our current society health and obesity levels remain a key priority. The PE department continues to promote lifelong participation in physical activity alongside leading creative and healthy active lifestyles. Understanding how your body works, working with others and being physically active are a crucial part of leading a healthy happy life. At Blatchington Mill we are committed to giving all students the opportunity to experience a wide variety of activities and roles in sports, be active and develop a deeper understanding of how their body works. Our aim is for students to choose to continue an active and healthy lifestyle into adulthood and an awareness of the careers linked to this.

What does the KS4 Physical Education curriculum look like?

The KS4 curriculum builds on and develops physical literacy, student confidence, communication skills, teamwork, creativity, and leadership established in KS3. All students participate in a form of PE in KS4. The curriculum is divided into Core PE and Examination PE.

Core PE

The Core PE curriculum at Blatchington Mill exposes students to a wide range of activities to enable them to gain a varied experience of different activities whilst remaining healthy and active. Activities include trampolining, bouldering, ultimate frisbee, pop lacrosse, fitness, table tennis, volleyball, handball, badminton, capture the flag, rounders and softball. In lessons we aim for students to be as physically active as possible. More traditional sports can be participated in at extra curricular clubs.

Examination PE

Students can choose PE or Dance as an examination course in KS4. At Blatchington Mill we run three courses depending on demand. These are GCSE PE, GCSE Dance and BTEC Sport, all these courses are level 2 courses and equate to 1 GCSE or equivalent. Students can select to take GCSE Dance and a PE course. Staff aim to guide students onto the correct PE course best suited to them based on how each student learns or where they want to go afterwards. Each of the courses has an extra 3 lessons a week on top of the core PE lesson, most of which are theory based.

Within examination PE there are three options:

1. GCSE PE

Students will receive a well-rounded and full introduction to the world of PE, sport and sport science by developing an understanding of how the mind and body works in relation to performance in physical activity. We expect all students to be participating regularly in sport whether in school teams

or outside of school. Research has shown that students must practice their 3 activities regularly in order to access the top grades.

The course is split into 4 components, 2 theory components, a practical element and a coursework element that cover 4 assessment objectives:

AO1 - Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport - stating facts.

AO2 - Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport - applying knowledge to sports/physical activity.

AO3 - Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport - providing pros/cons, looking at justifying why, drawing conclusions using evidence.

AO4 - Demonstrate and apply relevant skills and techniques in physical activity and sport and analyse and evaluate performance - practicing skills and then applying them to the physical activity, carrying out and evaluating a personal exercise programme.

Component 1 is split into 3 topics. This component is all the theory content we study in year 10. Topic 1 covers fitness and body systems. We begin the course by introducing the anatomy and physiology of the body so students understand how the body is able to function. The musculoskeletal and cardiovascular systems are the first areas of study and underpin the course. Topics cover how the bones, muscles and joints work together to create the movement of the body, how the heart and lungs work and allow us to transport oxygen to the working muscles to enable movement and the short and long term effects of exercise on these systems. Building on information in topic 1, in particular how the musculoskeletal system works, topic 2 looks at movement analysis. Levers within the body, planes and axes of movement introduce biomechanics into the GCSE. Topic 3 underpins the coursework element of the course, designing and carrying out a personal exercise programme. Topic 3, physical training, builds on KS3 component of fitness knowledge and introduces fitness testing and how different methods of training develop specific components of fitness. Principles of training are then applied to methods of training to support students in creating their personal exercise programme. The final areas covered in topic 3, which are currently at the forefront of topical issues in sport, are the use of drugs and their effects on performance and injuries in sport. In the summer term of year 10 students plan their personal exercise programme based on one of their practical activities and applying the theoretical knowledge obtained in topic 3. Throughout component 1 the use of data is applied to different topics for students to interpret and analyse.

Component 2 is split into 3 topics as well. This component is all the theory content we study in year 11. Year 11 begins with students carrying out their 6 week personal exercise programme and evaluating how well it went. Students then build on their year 10 knowledge as they study component 2, Health and Performance. Topic 1 looks at health fitness and well-being, investigating 3 different types of health and how lifestyle choices impact on your health and well-being.

Key questions

- What are the 3 types of health?
- What lifestyle choices have you made and how does that affect your health and fitness?
- Sports nutrition is introduced in this topic and related to sports performance.
- What are macronutrients and micronutrients?
- How do these help to fuel our bodies and how does that differ for different sports?

Students then go on to study sports psychology. This topic covers how skills are classed and different ways we need to learn different types of skills. What differences are there between skills? Why are some skills harder than others? The course then looks at goal setting and feedback support improvement in sports performance and the benefits of mental rehearsal. Do you set goals? How do you evaluate if you've met them? What feedback do you get on how close you are to achieving them? What is mental rehearsal and how can it benefit you in your sport? The final topic of the course covers the socio-cultural influences in sport. Why do different people participate in different sports? How has commercialisation and the media influenced sport and what role does sportsmanship and gamesmanship have within sport. Again the use of data to analyse and interpret trends in sports participation is used throughout component 2.

Component 3 is students 3 practical performances. Each student must participate in 3 sports from the set list of approved activities. 1 of these sports must be team sport and 1 sport must be an individual sport. The third can be either a team or individual sport. Sports we cover in lessons are: football, netball, handball, trampolining, badminton, basketball, athletics, volleyball, tennis and table tennis. Depending on the student make up depends on the activities we cover in lessons. Hockey and rugby we expect students to be coming to the after school clubs if they want this to be one of their sports. Students can do other activities on the specification but must provide video evidence of themselves competing in that sport. We expect all students to be participating regularly in sport

whether in school teams or outside of school. Research has shown that students must practice their 3 activities regularly in order to access the top grades.

Component 4 is the 6 week personal exercise programme that students have to plan, carry out and evaluate.

2. GCSE DANCE

The course is split into 2 components. Component 1 consists of performance and choreography which makes up 60% of the course. This is split evenly between performance and choreography. All students study a range of professional dance works covering contemporary, hip hop and contact improvisation. Students then create their own choreography based on a range of themes and are also assessed on their dance performance.

Component 2 studies dance appreciation. Alongside the practical element students build on their learning at KS3 to develop their knowledge and understanding of choreography and performance skills. Students will also learn to critically appreciate their own and professional work. Within the theoretical content students will learn to research, analyse, present work and how to write essays in the process.

Year 10 Autumn Term

Students will focus on Hip Hop dance and integrated contemporary dance where they will learn about physical and expressive performance skills, choreographic motif and development, health and safety in performance and contact skills.

Year 10 Spring Term

Students will focus on contemporary dance where students will learn choreographic relationships and structure, music/dance relationships and how to perform live to an audience.

Year 10 Summer Term

Students will focus on Modern Lyrical dance, contact improvisation and creative choreography where they will learn how to dance for the camera, about production components of dance performance and choreographic processes.

Year 11 Autumn Term

Students will focus on performance in a duo/trio and their choreography project where they will learn performance and choreography skills and how to analyse and evaluate their own practice.

Year 11 Spring Term

Students will focus on solo performance and continue their choreography project where they will learn technical and physical skills and be able to refine their choreographic and performance skills.

Year 11 Summer Term

Students will have their practical assessment and written exam.

The course includes theatre trips and workshops with professional dancers. Performance opportunities are available through workshop performances and an evening of shared work.

Each half term the focus of study is a professional set dance work which forms the basis for written assignments, performance and choreographic work.

Skills are introduced and practiced in Year 10 and then applied in Year 11 to produce final performance and choreographic work. Work in the dance studio is reflected upon and analysed throughout for the written exam.

3. BTEC Sport

BTEC Sport is for learners who want to study in the context of a vocational sector. The knowledge, understanding and skills learned in studying a BTEC First will aid progression to further study and, in due course, prepare learners to enter the workplace.

This course is divided into 4 units which are taught over the 2 years. In year 10 students will study practical performance for sport and fitness for sport and exercise. In year 11 students will study applying the principles of personal training and the sports performer in action.

Unit 1: Fitness for Sport and Exercise

In this unit students will study the components of fitness, what they are and why they are important, how to test them and the principles of training. What principles are needed to be applied to training to enable continuous improvement. Students will then go onto explore different fitness training methods and which are most suitable for different sports and why. Lastly students have to investigate fitness testing and how to carry it out to determine fitness levels of themselves and others. This unit

is an externally assessed unit using an onscreen test. Pearson sets and marks the test. The test lasts for one hour and fifteen minutes and has 60 marks.

Unit 2: Practical Performance in Sport

In this unit students will build on knowledge from KS3 and understand the rules, regulations and scoring systems for selected sports. Students will be required to practically demonstrate skills, techniques and tactics in selected sports and then students will learn how to review sports performance in order to review their own performance and write an action plan to aid this improvement. This unit is assessed internally through practical and written tasks.

Unit 3: Applying the Principles of Personal Training

In this unit students will use knowledge from unit 1 to design a personal fitness training programme to help them improve in a specific sport of their choice. Students will build on prior knowledge from KS3 about the musculoskeletal and cardiorespiratory systems and apply this to the effects that occur on the body during fitness their training. Students will have to implement a self-designed personal fitness training programme to achieve own goals and objectives and then review their personal fitness training programme. This unit is assessed internally through the design and completion of a personal fitness training programme and written tasks.

Unit 5: The Sports Performer in Action

In this unit students will learn about the short-term responses and long-term adaptations of the body systems to exercise. What happens to the body when we exercise and why? Building on knowledge gained in unit 3 students will apply this to what is happening in their personal fitness training programme. Students will then be introduced to the different energy systems used during sports performance and why oxygen is important in the respiration process in relation to sport. This unit is assessed internally through written tasks.