

Physical Education & Dance Curriculum Intent

Department PE & Dance: Our departmental aim is to ensure students develop a love and passion for sport/dance and developing their own life-long physical health. We want to engage students in a wide variety of differing sporting activities with highly innovative and creative schemes of work that engage students above and beyond just being a participant or performer. The Wallington PE lesson will have a focus on development of student creativity and will inspire them to connect with the world around them as well as ignite a want to continue learning outside of the classroom. The curriculum will mentally engage them to connect with the physiology and psychology of the active performer with a 'Fitness' focus threaded throughout each key stage, scheme and unit of work stemming from baseline testing in Year 7.

By the end of Key Stage 3 our students will know:	By the end of Key Stage 4 our students will know:	By the end of Key Stage 5 our students will know:
<p><u>Dance:</u></p> <ul style="list-style-type: none"> - How to select and develop action, space, dynamics and relationships specific to the different genres of dance - Choreographic devices and processes that portray a range of different starting points and stimulus - How to use and enhance own physical (<i>fitness</i>) and expressive skills with particular focus on: posture, balance, strength, extension, projection, focus, facial expression and musicality <p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> - How to develop and perform core gymnastic skills as well as combination skills that can be linked together to create individual or group routines - Vaulting – know how to perform approach, flight and landing methods on the vault using spring boards/trampette - How to incorporate equipment, music and choreography to develop own Rhythmic Gym compositions - How to use and enhance own physical (<i>fitness</i>) and expressive skills with particular focus on: posture, balance, strength, extension, projection, focus, facial expression and musicality <p><u>Trampolining (Year 9 only):</u></p> <ul style="list-style-type: none"> - How to perform a range of core skills (basic vertical, front/seat/back landings) and the progressive practices that will help them perform more advanced skills (twists/combinations/advanced rotations) as they progress into KS4 - Health & Safety requirements of being a spotter and performer <p><u>Netball, Football, Hockey, Tag Rugby:</u></p> <ul style="list-style-type: none"> - Methods of Passing, receiving and controlling the ball, before proceeding to traveling with the ball (not netball) - Creating space – dodging, clearing, driving, holding, positions - Attacking/Defensive techniques and tactics 	<p><u>KS4 Core PE</u></p> <ul style="list-style-type: none"> - The rules, positions and tactical play across a variety of sports. - The rules to new sports introduced at KS4, such as korfbal, badminton and table tennis and how to be an active participant within those. - How to be competent and build confidence at coaching progressive skills in trampolining. - The qualities of being a leader and managing a group of people. - How to be conscious and knowledgeable of the health benefits of having a physically active lifestyle beyond the classroom and how to develop their fitness levels. - And be encouraged to join clubs in and outside of school. - And appreciate the importance of having a good work/life balance. - How to look after their mental wellbeing and methods to destress. <p><u>GCSE PE</u></p> <ul style="list-style-type: none"> - The key body systems and how they impact on health, fitness and performance in physical activity and sport. - The basic principles of movement and their effect on performance in physical activity and sport. - The principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes. - How to evaluate data analysis in relation to key areas of physical activity and sport. - The psychological factors that can affect performers in physical activity and sport. - The socio-cultural factors that impact on physical activity and sport, and the impact of sport on society. - The benefits of participating in physical activity and sport to 	<p><u>Year 12 Core PE</u></p> <ul style="list-style-type: none"> - How to focus on participation in physical activity as it is an important vehicle in achieving a healthy work-life balance. - The importance of participating in a range of activities, both individual and team, to foster positive relationships with peers outside of the classroom. - That activities offered, are both “recreational” and “competitive” in nature to encourage extra-curricular participation. - Where to access advice and information to access local sporting facilities e.g. the gym, clubs etc... <p><u>Sports Leaders</u></p> <ul style="list-style-type: none"> - How to develop their communication, teamwork, self-management and problem-solving skills - How to support at clubs as either a coach, official and overall role-model. - How to transfer and develop these skills and behaviours into university and the workplace. <p><u>A Level PE</u></p> <ul style="list-style-type: none"> - The relationship between the cardiovascular and respiratory systems and the nervous and muscular systems and the changes within these body systems prior to exercise, during exercise of differing intensities and during recovery. - How taking part in physical activity and sport, as part of a healthy lifestyle, can have a positive effect on these systems. - How to interpret data and graphs relating to changes within the musculo-skeletal, cardio-respiratory and neuro-muscular systems and the use of energy systems during different types of physical activity and sport, and the recovery process. - How to apply their knowledge and understanding to specific

<ul style="list-style-type: none"> - Rules/laws of the game applied - Tactical Play specific to each invasive game i.e Centre pass tactics and Backline passes <p><u>Athletics/Fitness:</u></p> <ul style="list-style-type: none"> - Developed technical ability for effective running, sprinting, jumping and throwing (100/200m, Hurdles, Relay, 400m, 800m, 1500m, Javelin, Discus, Shot, Long Jump and High Jump) - Tactics within each athletic event - Adding run-up/set-up prior to jumping/throwing (technique and measuring) - Components of Fitness/Physical skills needed for each event <p><u>Cricket & Rounders:</u></p> <ul style="list-style-type: none"> - Ball handling, throwing and catching - Fielding, positions, placing, throwing at stumps, long barrier, wicket keeping, bowling - Batting, basic grip, stance and technique, drive shot, pull shot, sweep (leg side/off side) - Game play, pairs and adapted (tactics) <p><u>Tennis:</u></p> <ul style="list-style-type: none"> - Ball Familiarisation and Hand Eye Co-ordination - Racket grip and body positioning - Footwork and reaction time - Serving as well as developing all other strokes - Rallying/Understanding scoring/game play/rules 	<p>health, fitness and wellbeing.</p> <ul style="list-style-type: none"> - Key terminology and definitions across anatomy and physiology and sport psychology. - How to interpret a wide range of exam command words. - How to answer extended 6/9 marks questions using the AO1, AO2, AO3 'know, apply, say why' method. - How to access the higher end of the practical bands for skill and full context for their practical grades. <p><u>GCSE Dance</u></p> <ul style="list-style-type: none"> - Develop an understanding of the performers body and appreciate dance as an art form - Knowledge and understanding of choreographic processes - Be able to develop a creative and imaginative response to a range of stimuli - Understanding of performing skills and the ability to use effectively during performances - Knowledge and understanding of choreographic intention and artistry - Critical analysis, interpretation, evaluation and appreciation of their own work and professional dance works 	<p>sporting actions and movement in a range of physical activities.</p> <ul style="list-style-type: none"> - And understand motion and forces, and their relevance to performance in physical activity and sport. - The principles required to optimise learning of new, and the development of existing, skills in a range of physical activities. - The role of sport psychology in optimising performance in physical activity and sport. - And understand how to interpret graphical representations associated with skill acquisition and sport psychology theories. theories. - The interaction between, and the evolution of, sport and society and the technological developments in physical activity and sport. - How to interpret and analyse data and graphs relating to participation in physical activity and sport and understand the types of and use of data analysis to optimise performance. - And understand popular and rational recreation leading to the emergence of modern sport through to the globalisation of sport in the 21st century, specifically through the development of football, tennis and athletics. - The key concepts and benefits of physical activity to both the individual and society.
---	---	--