



PE Curriculum 2023/2024

Key Stage 4

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle.

Pupils should be taught:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- Develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]
- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.
- Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

Throughout KS4, all pupils will participate in different activities, working towards their entry level certificate in PE. These activities are a combination of those outlined below in both the vocational and academic pathway.

Academic pathway (10)	<u>GCSE PE (Short Course)</u>	<u>GCSE PE (Short Course)</u>	<u>GCSE PE (Short Course)</u>	<u>GCSE PE (Short Course)</u>	<u>GCSE PE (Short Course)</u>	<u>GCSE PE (Short Course)</u>
	Unit 1 – Health training and exercise	Unit 1 – Health training and exercise	Unit 1 – Health training and exercise	Unit 2 – Exercise Physiology	Unit 2 – Exercise Physiology	Unit 2 – Exercise Physiology
	Health, fitness and wellbeing	Components of fitness	Training zones principles of training and exercise	Muscular skeletal system	Muscular skeletal system	Cardio respiratory and vascular system



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	<p>The contribution physical activity makes to health and fitness.</p> <p>Consequences of a sedentary lifestyle.</p> <p>Diet and Nutrition</p>	Methods of training				
Key terminology	<p>Health</p> <p>Fitness</p> <p>Wellbeing</p> <p>Exercise</p> <p>Sedentary</p> <p>Nutrition</p> <p>Diet</p> <p>Energy Balance</p>	<p>Components of fitness</p> <p>Agility</p> <p>Balance</p> <p>Coordination</p> <p>Power</p> <p>Speed</p> <p>Reaction time</p> <p>Muscular endurance</p> <p>Strength</p> <p>Flexibility</p> <p>Body Composition</p> <p>Cardiovascular endurance</p>	<p>Frequency</p> <p>Intensity</p> <p>Time</p> <p>Type</p> <p>Warm up</p> <p>Cool down</p> <p>Prevention</p> <p>Injury</p> <p>Somatotype</p> <p>Ectomorph</p> <p>Endomorph</p> <p>Mesomorph</p>	<p>Skeleton</p> <p>Cranium</p> <p>Clavicle</p> <p>Scapula</p> <p>Sternum</p> <p>Ribs</p> <p>Vertebrae</p> <p>Humerus</p> <p>Radius</p> <p>Ulna</p> <p>Carpals</p> <p>Metacarpals</p> <p>Phalanges</p> <p>Pelvis</p> <p>Femur</p> <p>Patella</p> <p>Tibia</p> <p>Fibula</p> <p>Tarsals</p> <p>Metatarsals</p> <p>Movement</p> <p>Protection</p> <p>Support</p> <p>Blood cell production</p>	<p>Muscles</p> <p>Deltoid</p> <p>Biceps</p> <p>Triceps</p> <p>Pectorals</p> <p>Latissimus Dorsi</p> <p>Abdominals</p> <p>Gluteals</p> <p>Hamstrings</p> <p>Quadriceps</p> <p>Gastrocnemius</p> <p>Cardiac</p> <p>Skeletal muscle</p> <p>Smooth muscle</p> <p>Slow twitch</p> <p>Fast twitch</p> <p>Joint</p> <p>Ball and Socket</p> <p>Hinge</p> <p>Pivot</p> <p>Abduction</p> <p>Adduction</p> <p>Flexion</p> <p>Extension</p>	<p>Cario-respiratory</p> <p>Heart</p> <p>Atria</p> <p>Ventricles</p> <p>Pulmonary</p> <p>Systemic</p> <p>Thermoregulation</p> <p>Vasoconstriction</p> <p>Vasodilation</p> <p>Cardiac Output</p> <p>Heart rate</p> <p>Stroke volume</p> <p>Blood pressure</p> <p>Systolic</p> <p>Diastolic</p> <p>Trachea</p> <p>Bronchus</p> <p>Bronchioles</p> <p>Alveoli</p> <p>Diaphragm</p>



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				Shape Long Short Flat Irregular Sesamoid	Circumduction Rotation	
Pupils should be able to do... (Skills being developed)	Learners should be able to: <ul style="list-style-type: none"> • Apply the appropriate skills and techniques to the activity in demanding situations such as full games. • Apply appropriate decision making and strategies in demanding situations such as full games. • In creative activities such as dance and gymnastics compositional ideas should be applied. • Solve problems in both predetermined and spontaneous ways whilst under pressure in physical activity and sport. • Apply physical attributes appropriate to the chosen activity. • Show emotional control during performance in demanding situations. • Apply appropriate risk management strategies to the chosen activity. • Apply team strategies. Learners should take into account the strengths and weaknesses of fellow team members. • Show awareness of the actions of other performers and respond appropriately whilst also showing their individual role in achieving the collective aims. • Communicate effectively with other performers. 					
Vocational Pathway (10)	<u>Asdan Sport and Fitness</u> <u>Module 1 - sports participation</u> (students will complete four of the below challenges) With others, take part in two different indoor activities over a period of time. With others, take part in two different team sports over a period of time. With others, take part in two different	<u>Asdan Sport and Fitness</u> <u>Module 2 - health, fitness and nutrition</u> (students will complete four of the below challenges). Take part in a supervised fitness programme to improve your physical fitness. Devise a number of warm-up or cool-down exercises that could be used at the start or end of a training session.	<u>Asdan Sport and Fitness</u> <u>Module 3 - researching sport</u> (students will complete four of the below challenges) Identify a sports-related issue that has been prominent in the media. Research the provision for a sport or activity if your choice for different groups of people in your community.			



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	<p>outdoor activities over a period of time.</p> <p>Investigate how much it would cost to buy the kits and equipment needed to take part in a sport of your choice.</p> <p>Investigate the opportunities in your local area for participation in organised sport.</p> <p>With others, create a questionnaire on people's participation in sport.</p> <p>Give a presentation about a sports club, person or competition.</p> <p>Create a profile of a sports person they admire.</p>	<p>Work with others to design a circuit of exercises to improve your overall fitness.</p> <p>With others, design a series of exercises that could be used to measure your performance in balance, agility, speed, strength and flexibility.</p> <p>Find out about the training programme and diet of an amateur sports person.</p> <p>Investigate common sports injuries.</p> <p>Investigate the impact that hydration can have when exercising.</p>	<p>Investigate a major sporting competition and produce an illustrated report in a format of your choice.</p> <p>As a group, discuss how world records have changed over time in a sport or activity of your choice.</p> <p>Find out about how a high-profile sports person has used their status to support and raise awareness of a charity campaign.</p> <p>Investigate and compare the costs associated with attending home and away sports matches.</p> <p>Create a scrapbook of press cuttings to compare contrasting media coverage of a sporting event of your choice.</p>
<p>Pupils should be able to do... (Skills being developed)</p>	<p>Apply the appropriate skills and techniques to the activity in demanding situations such as full games.</p> <p>Apply appropriate decision making and strategies in demanding situations such as full games.</p> <p>Demonstrate an understanding for why sport within the local area is important.</p> <p>Demonstrate an understanding of what would be suitable to include in a questionnaire.</p>	<p>Apply physical attributes appropriate to the chosen activity.</p> <p>Show emotional control during performance in demanding situations.</p> <p>Apply appropriate risk management strategies to the chosen activity.</p> <p>Identify the importance of warm-up and cool-down.</p> <p>Identify the key components of a training programme.</p>	<p>Collect articles about chosen sports-related issues and discuss these with a group.</p> <p>Identify the best format to create and confidently deliver a presentation.</p> <p>Identify necessary information to include in a report on a major sporting competition.</p> <p>Develop an understanding of world records, in particular the external factors that can influence them.</p> <p>Demonstrate key research skills</p>



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	Effectively and confidently deliver a presentation.		Identify what can lead to a sports injury, how they can be prevented and how they are treated. Create a healthy hydration guide.		Understand costs involved with attending sporting events. Understand that different forms of media can influence an individual's views.	
Key terminology	Health Fitness Wellbeing Exercise Sedentary Agility Balance Coordination Power Speed Reaction time Muscular endurance Strength Flexibility *Vocab will vary depending on the chosen sport		Frequency Intensity Time Type Warm up Cool down Prevention Injury Risk Programme Prevention Circuit training Balance Agility Speed Strength Flexibility Diet Injury Hydration Performance enhancing drugs Steroids Diuretics Growth hormone		Newspapers Coverage Social media Competition Dosing Racism Homophobia Hooliganism Cheating Politics Charity Technology Equipment Nutrition Investigating	
Academic (11)	GCSE PE (Short	GCSE PE (Short	GCSE PE (Short Course)	GCSE PE (Short	GCSE PE (Short	Course Completed



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	<p>Course)</p> <p>Unit 2 - Exercise Physiology</p> <p>Cardio respiratory and vascular system</p>	<p>Course)</p> <p>Unit 2 - Exercise Physiology</p> <p>Aerobic and anaerobic exercise</p> <p>Short and long term effects of exercise</p>	<p>Unit 3 - Movement analysis</p> <p>Muscle contractions</p> <p>Lever systems</p> <p>planes and axes of movement</p>	<p>Course)</p> <p>Unit 3 – Movement analysis</p> <p>Muscle contractions</p> <p>Lever systems</p> <p>planes and axes of movement</p>	<p>Course)</p> <p>Exam Prep/ Revision</p>	
Key terminology	<p>Cario-respiratory</p> <p>Heart</p> <p>Atria</p> <p>Ventricles</p> <p>Pulmonary</p> <p>Systemic</p> <p>Thermoregulation</p> <p>Vasoconstriction</p> <p>Vasodilation</p> <p>Cardiac Output</p> <p>Heart rate</p> <p>Stroke volume</p> <p>Blood pressure</p> <p>Systolic</p> <p>Diastolic</p> <p>Trachea</p> <p>Bronchus</p> <p>Bronchioles</p> <p>Alveoli</p> <p>Diaphragm</p>	<p>Gaseous exchange</p> <p>Oxygenation of blood.</p> <p>Lung volumes</p> <p>Vital capacity,</p> <p>Minute ventilation,</p> <p>Breathing frequency (rate)</p> <p>Tidal volume</p> <p>Aerobic</p> <p>Anaerobic</p> <p>exercise: Creatine phosphate</p> <p>Lactic acid</p> <p>Aerobic characteristics,</p> <p>Oxygen debt.</p> <p>Long term</p> <p>Short term</p>	<p>Concentric</p> <p>Eccentric</p> <p>Isometric</p> <p>Contractions</p> <p>Agonists</p> <p>Antagonistic pairs</p> <p>Fulcrum, load and effort.</p>	<p>Sagittal, and frontal and transverse planes</p> <p>- flexion, extension, adduction and abduction</p> <p>Axes of movement:</p> <p>Sagittal</p> <p>Frontal</p> <p>Vertical</p>		



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<p>Pupils should be able to do... (Skills being developed)</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Apply the appropriate skills and techniques to the activity in demanding situations such as full games. • Apply appropriate decision making and strategies in demanding situations such as full games. • In creative activities such as dance and gymnastics compositional ideas should be applied. • Solve problems in both predetermined and spontaneous ways whilst under pressure in physical activity and sport. • Apply physical attributes appropriate to the chosen activity. • Show emotional control during performance in demanding situations. • Apply appropriate risk management strategies to the chosen activity. • Apply team strategies. Learners should take into account the strengths and weaknesses of fellow team members. • Show awareness of the actions of other performers and respond appropriately whilst also showing their individual role in achieving collective aims. • Communicate effectively with other performers. 		
<p>Vocational (11)</p>	<p style="text-align: center;"><u>Asdan Sport and Fitness</u> <u>Module 4 - sport in the community</u> (students will complete four of the below challenges)</p> <p>Find out about the opportunities for voluntary work supporting sports or activities within your local community.</p> <p>Consider how social media has changed communication between sports people and fans.</p> <p>Find out about the range of sports opportunities available in your local community.</p> <p>Find out about the work of a sports club community programme in your local area.</p> <p>Gather information about your nearest</p>	<p style="text-align: center;"><u>Asdan Sport and Fitness</u> <u>Module 5 - coaching and officiating</u> (students will complete four of the below challenges)</p> <p>Present the basic rules of a sport or activity of your choice in a format suitable for younger players.</p> <p>With others, devise a coaching programme for a sport or activity of your choice.</p> <p>Shadow someone who is running a coaching session for your group for a sport or activity of your choice.</p> <p>Design a quiz to show understanding of the rules or laws of a sport or activity of your choice.</p> <p>Officiate in a short match or events in a sport or activity of your choice.</p>	<p style="text-align: center;"><u>Asdan Sport and Fitness</u> <u>Module 6 - the environment</u> (students will complete four of the below challenges)</p> <p>Investigate how food and packaging waste produced by the spectators attending a sporting event are recycled.</p> <p>Find out about the cost and environmental impact of heating and lighting a sports ground or venue.</p> <p>Carry out an environmental survey of a sports club or venue.</p> <p>Look at the range of transport choices available to enable spectators to travel to sporting events.</p> <p>Find out about the water, energy use, waste and recycling arrangements of a sports ground or</p>



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	<p>professional sports club.</p> <p>Research three occasions where sport has been used to bring different sections of a community together.</p> <p>Investigate reports of racism or conflict at sporting events.</p>	<p>Find out about the role of the referee or officials in a sport or activity of your choice.</p> <p>Investigate the impact of hawk-eye technology on at least two different sports or activities.</p>	<p>event of your choice.</p> <p>Produce an 'eco-code' for the ground or venue that highlights one way in which energy can be saved and waste reduced.</p> <p>Create a summary of what special arrangements could be put in place to allow more environmentally friendly transport to sporting events or venues.</p>
<p>Pupils should be able to do... (Skills being developed)</p>	<p>Use knowledge and research to find out how to get involved with volunteering in sport in your local area.</p> <p>Identify the positive and negative impact that social media has brought with communication between sports and fans.</p> <p>Research the positive impact that a sports club can have on their public area.</p> <p>Understand how sport can bring different people together.</p> <p>Identify the impact that racism has within sport.</p> <p>Identify the steps that can be put in place to reduce racism within sport.</p>	<p>Identify the best formats used to present to younger players</p> <p>Demonstrate an understanding of the importance of effective group collaboration within research projects.</p> <p>Demonstrate effective communication skills with other group members.</p> <p>Identify what makes an effective coaching session.</p> <p>Understand the role of a referee or official within a sporting match.</p> <p>Identify the role and importance of technology within sport.</p>	<p>Identify the importance of recycling at sporting events.</p> <p>Research the cost of running a sports ground, in particular costs involved with heating and lighting. Identify the environmental impact within this.</p> <p>Consider key questions to include in an effective survey.</p> <p>Identify ways a sporting club can become more environmentally friendly through independent research.</p> <p>Understand alternative modes of transport that are more beneficial to the environment.</p> <p>Understand the definition of the term 'eco-code'</p>
Key terminology	Volunteering	Coach(ing)	Food



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	Community Social media Communication Opportunities Racism Conflict Locality	Referee Officiate Programme Rules Laws Records Endurance Speed Balance Agility Strength Hawk-eye technology	Packaging Waste Recycling Reduction Re-use Environmental impact Survey Energy Water Heating Lighting 'Eco-code' Transport Electric Sustainability
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