

Stanborough



## **Curriculum Intent and vision for PE & Dance.**

**We want students to become physically educated, to see how habitual daily movement can help them to flourish physically, mentally and socially. Through effective teaching of PE we aim to create meaningful experiences, prioritising social interactions, fun, challenge, motor competence, resilience and sportsmanship.**

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**Grow and Succeed**

High Expectations | Mutual Respect | Quality Learning | Success for All

### **Key Stage 3**

#### **What is your curriculum intent for Key Stage 3?**

Our aim in KS3 is to develop and consolidate physical skills learnt in previous key stages or from outside school environments. We aim to embed and enhance students' fundamental motor skills and embed competence, confidence and excellence in their techniques. We then aim for students to have the opportunity to apply them across different sports and physical activities.

We aim for students to be able evaluate and analyse basic skills in closed environments and begin to develop a sound understanding of tactics and strategies which can be used in a variety of sports.

We aim for students to develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. We strive to develop pupils understanding of the physical and mental health benefits of Physical Activity as well as encouraging a healthy and active lifestyle including promoting a healthy diet.

Leadership, problem solving, resilience, communication and team work are embedded into lessons throughout the curriculum.

We pride ourselves on the adaptability of the curriculum and the fluidity of subjects taught, this is to allow students to fully achieve their potential and our vision.

#### **What have students been taught at Key Stage 2 to prepare them for Key Stage 3?**

Students at key stage 2 often have mixed experiences at primary school of PE. Many schools do not have trained PE teachers and students often arrive at KS3 with huge variation on ability and experience in Physical Education.

At Key Stage 2 the curriculum requires students to be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

#### **How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?**

Early assessment of students' fundamental motor and cognitive skills. Where possible selective grouping is used to allow students to excel and to develop the key skills required in a comfortable environment.

Students are taught all areas of the national curriculum through the Key Stage.

Strong links developed with local primary schools. Regular visits to primary schools PE lessons to teach and lead sessions. Close links with SSCO and screening of students to help with planning.

The curriculum is fully adaptable and changeable depending on the needs of the students, it is extremely fluid to allow support and to meet the demands of each class.

#### **What do students cover in Key Stage 3? When do they study it?**

Year 7	Year 8
<ul style="list-style-type: none"><li>• Games</li><li>• Gymnastics</li><li>• Dance</li><li>• Fitness and wellbeing</li><li>• Athletics</li><li>• Games</li></ul>	<ul style="list-style-type: none"><li>• Games</li><li>• Dance</li><li>• Gymnastics</li><li>• Fitness and wellbeing</li><li>• Athletics</li><li>• Alternative Activities</li><li>• Games</li></ul>

### **Why do they study it in that order?**

Students usually arrive with vast experience of team sports. Therefore it is important to embed and enhance the fundamental skills required for these activities and sports early in secondary school. This allows the students to have a solid foundation of motor skills which they can build upon throughout their time at Stanborough.

Skills learnt in year 7 and 8 are then developed and built upon throughout the curriculum in each year group.

For example:

- Fundamental individual skills used in team sports become the building blocks for technique and then development of tactics and strategies.
- Within individual sports such as Athletics the fundamental skills for each event are then developed and advanced to improve performance.
- Within Dance and gymnastics simple movement patterns and motifs are explored in more detail and with more complex patterns throughout the curriculum.

Weather conditions and suitability of certain sports for time of year will impact when sports can be safely taught as will facility availability.

Fitness and Wellbeing is taught in every year group to enhance students understanding of how to lead a healthy and balanced lifestyle both in school and when they leave school

### **Does the Key Stage 3 coverage reflect the content in the national curriculum?**

Yes

### **How do you ensure students embed knowledge? What do you revisit? When do you revisit it?**

Students knowledge is embedded through multiple practices in isolation and closed environments, this is focused on improving students muscle memory. This is revisited at the start of lessons and throughout every key stage. Students are then challenged to recall these muscle movements in open environments and in in competitive situations.

Continued questioning of students understanding and challenge any misconceptions of movement patterns or strategic tactics is ongoing.

Basic fundamental skills are revisited throughout all key stages, but ay be transferred to different sports. For example: Catching will be taught to students in striking fielding games in year 7. The basic fundamentals of catching will be revisited in every key stage but may be adapted dependent on the striking and fielding sport being studied.

### **How do your curriculum choices contribute to the student's cultural capital?**

Extremely broad curriculum including sports which are not necessarily 'traditional' or accessible to students. Use of offsite facilities such as Stanborough Lakes and Gosling Sports Park at no cost to the students which are used by professional athletes.

Leadership opportunities in lessons but also promoted through sports leadership opportunities in local primary schools.

## **Key Stage 4 - Core**

### **What is your curriculum intent for Key Stage 4?**

When students reach key stage 4 there is a clear shift in the focus of the curriculum. In key stage 4 we have two clear goals.

1. To develop students tactical and technical ability for them to excel in sports.

2. To develop students' love for physical activity and for students to understand the benefits of a healthy and active lifestyles.

In key stage 4 we focus our PE lessons on enhancing and mastering technical skills in sport and then applying these to game situations. We also focus heavily on how to apply certain tactics and strategies in sport situations.

We also shift our focus away from traditional sports, with the aim to offer students the broadest curriculum possible. Traditional sports still feature within the curriculum to allow students to develop and build upon their knowledge and fundamental motor skills learnt in key stage 3. However, we focus heavily on developing a love for sport and physical activity. We try to achieve this by offering a huge range of sports, many of which students do not have access to or will never have taken part in before.

We offer 'alternative sports' throughout key stage 4, sports such as Capture the flag, Ultimate Frisbee, American football, Softball, Danish Long Ball, Yoga, Pilates and Benchball. Students are also given some choice over the selection of certain activities which allows them to take responsibility for their learning.

Using sport to improve mental health is also heavily focused on within our lessons, especially in the build up to exams and promoting a healthy and active lifestyle is focused on in lessons. E.G. Discussions around heart rate zones, importance of Aerobic fitness, release of endorphins and nutrition.

We pride ourselves on the adaptability of the curriculum and the fluidity of subjects taught, this is to allow students to fully achieve their potential and our vision.

### How does Key Stage 3 prepare students for Key Stage 4?

Fundamental physical and cognitive skills which are developed in key stage 3 are revisited in key stage 4 and then built upon. Our aim is for all students to master skills according to their ability.

Key stage 4 requires students to apply the skills they have learnt in key stage 3 to competitive situations.

Skills learnt in key stage 3 are also transferable to key stage 4 even if the sport is different. For example, good technique is taught for catching which can be applied to cricket and rounders, or scanning for a break opportunity in rugby can be applied to basketball. Therefore, the fundamental skills learnt in Key Stage 3 are expanded and applied to different areas of the curriculum.

Students understanding of components of fitness and training methods are also developed through new fitness training methods and alternative activities.

### What do students cover in Key Stage 4? When do they study it?

Year 9	Year 10	Year 11
Games Alternative Activities Fitness Dance and Gymnastics Athletics Striking and Fielding	Games Alternative Activities Fitness Dance and Gymnastics Athletics Striking and Fielding	Games Alternative Activities Fitness Athletics Striking and fielding

### Why do they study it in that order?

Lessons are structured around National Governing Body guidelines and are similar to the key stage 3 structure to allow students to improve muscle memory and transition of skills. Weather conditions and facility availability will also feed into the curriculum design.

Skills learnt in key stage 3 are transferable to skills in key stage 4, therefore even though the sports taught might differ, a student's ability to recall movement patterns allows new sports to be learnt quickly.

Games are taught first to replicate NGB guidelines but also to allow students master the skills required for the environment at the same time period each year. E.G. Football and Rugby are taught in winter months to give students confidence when making a tackle or to allow the ball to move quickly over a surface when passing.

Teaching sports at similar times each year also allows students recall of movement to be more efficient as they can relate the skill to the 'sporting season'. It also allows a clear structure for students to learn within and allows them to have confidence in the predictability of lessons and the sequence of skills required.

Weather conditions dictate that Athletics needs to be taught in the Summer term for safety reasons, as does striking and fielding.

**How do you ensure students embed knowledge? What do you revisit? When do you revisit it?**

Students knowledge is embedded through multiple practices in isolation and closed environments, this is focused on improving students muscle memory. This is revisited at the start of lessons and throughout every key stage. Students are then challenged to recall these muscle movements in open environments and in in competitive situations.

Application of techniques in competitive situations is embedded via recall of movement patterns and the analysis of these movements in competitive scenarios.

Continued questioning of students understanding and challenge any misconceptions of movement patterns or strategic tactics is ongoing and interleaving of key fundamental skills.

**How do your curriculum choices contribute to the student's cultural capital?**

Extremely broad curriculum including sports which are not necessarily 'traditional' or accessible to students. Use of offsite facilities such as Stanborough Lakes and Gosling Sports Park at no cost to the students which are used by professional athletes.

**Key Stage 4 – Accredited**

**What is your curriculum intent for Key Stage 4?**

Students who select to do PE and Dance accredited courses make their options for the start of year 9.

Our aim for accredited courses is to allow students to excel in chosen subject through practical excellence and theoretical knowledge. We hope that students who select the courses wish to have a career in the sports industry and it is our target to ensure they have the best opportunity to do this.

We aim to enhance and develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and how to use this knowledge to improve performance.

We aim to improve students' ability to understand how the physiological and psychological state affects performance in physical activity and sport.

We also aim to develop students' ability to analyse and evaluate to help improve performance and to understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

**How does Key Stage 3 prepare students for Key Stage 4?**

Fundamental physical and cognitive skills which are developed in key stage 3 are revisited in key stage 4 and then built upon at a higher level in accredited courses. We provide students with the basic cognitive skills in Key Stage 3 and enhance these to a target of 'mastery' in accredited courses.

At key stage 3 students are taught theoretical knowledge which they will use in accredited courses. Students are taught muscles, bones, methods of training, energy systems and components of fitness in Key Stage 3 core PE lessons. This can then be built upon during accredited courses.

**What do students cover in Key Stage 4? When do they study it?**

Year 9 – GCSE	Year 10 – GCSE	Year 11 – GCSE - Physical and social well being
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<ul style="list-style-type: none"> <li>- The structure and function of the musculoskeletal system</li> <li>- The structure and function of the cardio-respiratory system</li> <li>- The components of fitness</li> <li>- The short and long term effects of exercise</li> </ul> <p>BTEC</p> <ul style="list-style-type: none"> <li>- Sports Rules, Regulations and Scoring Systems</li> <li>- Practical Sports Performance</li> <li>-</li> </ul> <p>Dance</p> <ul style="list-style-type: none"> <li>- Individual Technique</li> <li>- Performance skills</li> <li>- Chorographic devices</li> <li>- Introduction to dance practitioners</li> </ul> <p>Dance styles: Urban, Contemporary, Swan Lake</p>	<ul style="list-style-type: none"> <li>- Anaerobic and Aerobic energy systems</li> <li>- Lever Systems and planes of axis</li> <li>- The components of fitness and fitness testing</li> <li>- Fitness Training methods</li> <li>- Personal fitness plan</li> </ul> <p>BTEC</p> <ul style="list-style-type: none"> <li>- Responding and Adapting to Exercise and Energy Systems</li> <li>- Fitness for Sport and Exercise</li> <li>- Practical Sports Performance</li> </ul> <p>Dance</p> <ul style="list-style-type: none"> <li>- Individual and group Technique</li> <li>- Expressionism</li> <li>- Reproduction of professional repertoire</li> </ul> <p>Dance Styles: Matthew Bourne, Boy Blue, Wayne McGregor</p>	<ul style="list-style-type: none"> <li>- Diet and nutrition and sedentary lifestyle</li> <li>- Energy use diet and nutrition</li> <li>- Classification of skills and guidance and feedback</li> <li>- The socio-cultural factors that impact on physical activity and sport</li> </ul> <p>BTEC</p> <ul style="list-style-type: none"> <li>- Applying the principles of personal training</li> <li>- Practical Sports Performance</li> </ul> <p>Dance</p> <ul style="list-style-type: none"> <li>- Individual and group Technique</li> <li>- Reproduction of professional repertoire</li> <li>- Refinement and enhancing performance</li> </ul>
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### Why do they study it in that order?

#### GCSE

Students study Musculoskeletal and cardiorespiratory systems first as this knowledge is fundamental to the rest of the course. The anatomical understanding of the body is discussed in all other units. Without this knowledge, students would be disadvantaged when trying apply this information to effects of exercise, training methods and energy systems etc.

These fundamental building blocks of knowledge are recapped throughout the course and used in different units. Therefore, its vital students have a sound knowledge from the start. For example, students will be required to discuss effects of training on the Heart, without the anatomical knowledge of the heart students cannot discuss this.

Students are taught components of fitness before fitness training and testing and before their training plan as this knowledge coupled with anatomical understanding is key for design of the training plan.

Students are taught social and cultural effects and psychological effects in year 11 as these require students to apply their knowledge to practical examples from the world of sport, using relevant and up to date examples allows to students to relate and apply their understanding to this.

#### BTEC

Students study the rules and regulations unit first as this unit provides the building blocks for much of the course. Students complete a large practical unit and we believe that if students embed information about the rules, evaluate movements and discuss the skills required for sports that this will enable them to fully achieve their potential when applying this to practical performances.

The practical unit also requires students to have a deep understanding of the anatomical structure of the body. These fundamental building blocks are used throughout the course. Therefore, it is important that students have a sound understanding early in the course.

Students study the bodies response to exercise in year 10, building on their knowledge from year 9 and applying their understanding of anatomical structures in the body to the effects of exercise and energy systems to this previously learnt information.

Students then study applying principles of personal training, this unit requires students to have a sound knowledge of the anatomical structure, effects of exercise and training methods. All of which have been taught in previous units. This gives the students the best opportunity to apply their knowledge and use evaluation skills in the unit.

Dance

Students develop individual technique and fundamental movements which lay the foundations for the whole course in year 9. Varied and contrasting dance styles are introduced in year 9 to allow students to increase their knowledge of motifs and choreographic devices. Students are also introduced to many practitioners and their styles to give students a basic understanding of influences on Dance, which are then embedded in later years with a more precise and deeper investigation into the practitioners.

As students enter year 10 they will increase their performance technique with the introduction of group dances and will focus in more depth on 3 dance practitioners. Students will also be introduced to expressionism and improvisation which will be built upon in year 11 and KS5.

When students enter year 11 their focus is shifted towards performance and refinement of choreographic devices, motifs and technique. The aim of this year is to perform to a live audience and showcase all of their skills which have been developed in the previous years. Students are given responsibility over their dances, using their knowledge of different styles and practitioners which has been learnt in previous years.

#### **How do you ensure students embed knowledge? What do you revisit? When do you revisit it?**

A large focus on metacognition skills such as memory recall activities at the start of each lesson. Use of dual coding, interleaving and spacing is used within lessons. These metacognition skills are used throughout the SOW. Students are continuously challenged on all aspects of the course to demonstrate their knowledge.

For example, once per week students sit a 10-mark recall exam or use whiteboards to recall 'guess who' or 'what am I thinking' using information from previous lessons or from previous units in the course.

Students knowledge is revisited through interleaving and spacing techniques.

Students are asked to dual code in lessons and will sit regular exam questions to reinforce and embed knowledge and end of topic tests are set which also include a question from another topic.

Use of knowledge organizers and revision cards are used in lessons. Students in year 11 are given revision cards to use at home and in lessons.

In dance students revisit motif and choreographic work constantly throughout the year. Fundamental skills are transferred from dances and performances often include a wide array of dance techniques, styles and influences from practitioners.

#### **How do your curriculum choices contribute to the student's cultural capital?**

Students have the opportunity to study a wide range of topics using the Edexcel Spec for GCSE and BTEC. Students have had the opportunity to go to Hertfordshire university to learn about fitness tests. Students at GCSE and BTEC have the opportunity to attend extra-curricular clubs specifically aimed at improving the skills they require for their courses. Students also have access to Gosling Athletics Centre and Stanborough Lakes for lessons, at no extra cost.

Dance students have a vast array of extra-curricular clubs, many run by older dance students. There is also the opportunity to perform at a large auditorium in front of a live audience in the end of year show.

## Key Stage 5

### **What is your curriculum intent for Key Stage 5?**

The intent of our Key Stage 5 curriculum is to develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance. We also aim for students to understand how physiological and psychological states affect performance and to understand the key socio-cultural factors that influence people's involvement in physical activity

### **How does Key Stage 4 prepare students for Key Stage 5?**

Students study GCSE PE/BTEC Sport to enable them to study A-Level PE. We use the same exam board at GCSE and A-Level which is Edexcel.

The key SOW for GCSE focusses on the Specification provided by Edexcel but Key Stage 4 also prepares students for key stage 5 by going beyond the GCSE specification on certain topics and increased detail on certain areas which are more prominent in Key Stage 5, such as use of technology.

We aim to embed key knowledge about the anatomical structure of the skeleton, effects of exercise and training methods at KS4. We regularly test students understanding through a range of metacognition strategies to try and ensure this knowledge is embedded in memory. The A Level course will build on this knowledge and expand upon it.

### **What do students cover in Key Stage 5? When do they study it?**

Year 12 A Level	Year 13
Applied Anatomy & Physiology Exercise Physiology Performance Development Program (PDP coursework) Sports Psychology	Sports Psychology Skill Acquisition Sport & Society
Year 12 Dance	Year 13 Dance
Development of live performance skills Investigating practitioners Dance technique	Development of group performance skills Optional Unit – Will change depending on year 12 strengths/weaknesses Improvisation

### **Why do they study it in that order?**

The Anatomy and Physiology units (the biggest units) are taught first to give students the scientific understanding of the human body, this feeds into all other topics. Students need to have a sound knowledge base of anatomical structures within the body before applying the effects of exercise to these structures. Exercise physiology explores students understanding of the key concepts taught in Applied Anatomy and Physiology.

Students study Sports Psychology, Skill Acquisition and Sport & Society during year 13 as these units require students to have up to date understanding of specific sporting examples, studying these courses allows a direct link between the information being learnt and the current climate.

### **How do you ensure students embed knowledge? What do you revisit? When do you revisit it?**

A large focus on metacognition skills such as memory recall activities at the start of each lesson. Use of dual coding, interleaving and spacing is used within lessons. These metacognition skills are used throughout the SOW. Students are continuously challenged on all aspects of the course to demonstrate their knowledge. Students are

also challenged to recall and apply their knowledge using longer open ended questions which encourages deep thinking and analysis skills.

There is emphasis on application of this knowledge by using exam questions throughout with in depth analysis of each one. There are also end of topic assessments that re-check students' knowledge and improve the students misconceptions.

Once per lesson students sit a recall exam or use whiteboards to recall 'guess who' or 'what am I thinking' using information from previous lessons or from previous units in the course. During year 13 students will also recall information from year 12 as the unites are vastly different in their knowledge. Using spacing techniques are vital for this knowledge to be embedded. It is constantly reviewed to support students long term memory.

Students are asked to dual code in lessons and will sit regular exam questions to reinforce and embed knowledge and end of topic tests are set which also include a question from another topic. Exam questions will be individual, peer and teacher assessed to allow students to enhance their exam technique and also provides an opportunity for students to see a 'perfect' answer, which promotes long term memory capability.

In dance students are asked to recall movement patterns, motifs and choreographic devices within every lesson. They cross over of technique, dance styles and practitioner influences means that students are continually recapping previously learnt skills and this allows the knowledge to be embedded with their memory.

#### **How do your curriculum choices contribute to the student's cultural capital?**

Trips to University Laboratory and to BodyWorlds exhibition. Use of facilities and equipment which students would not have access to outside of school and use of technology in lessons.

In dance students have the opportunity to perform on a stage in front of a huge live audience at no cost to them.

#### **How do you prepare students for learning beyond Key Stage 5?**

Students are expected to complete essay style questions throughout the course as well as an extended piece of coursework. This develops students' ability to analyse and evaluate as well as structure extended pieces of written work.

Students are expected to read outside of the classroom and to enhance their knowledge of Physical Education in detail. Journals are provided for students to use as well as extended reading and these ae expected to be used within their coursework.