

## BIG PICTURE CURRICULUM PLANNING - KEY STAGE 3 PHYSICAL EDUCATION

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| <p><b>The Big Aims of KS3</b></p>                                 | <ul style="list-style-type: none"> <li>● Inspire pupils to engage in lifelong participation of sport/physical activity.</li> <li>● Develop pupils competence and confidence to excel in a range of sports/activities.</li> <li>● Ensure pupils understand the long-term health benefits of sport/physical activity.</li> <li>● Support pupils in developing their health &amp; fitness by ensuring pupils are physically active for sustained periods of time.</li> </ul>  |
| <p><b>Characteristics of a Compelling Learning Experience</b></p> | <ul style="list-style-type: none"> <li>● Pupils enjoy the learning experience and are eager to challenge themselves and learn more.</li> <li>● Pupils are provided with opportunities for new experiences.</li> <li>● Pupils work collaboratively to develop theirs and others performance. Teamwork is evident throughout.</li> <li>● Pupils demonstrating intrinsic motivation to improve their performance.</li> <li>● Pupils are provided with opportunities for self or peer-assessment.</li> <li>● The success, commitment and effort of pupils is celebrated.</li> <li>● The learning experience develops and celebrates leaders and role models.</li> </ul>  |
| <p><b>Key Concepts</b></p>  | <ul style="list-style-type: none"> <li>● Pupils develop the competence to excel, and confidently demonstrate expertise in their performance of skills/ techniques in a range of sports/activities.</li> <li>● Pupils understand and employ basic tactics/strategies, successfully overcoming opponents when performing in competitive situations</li> <li>● Pupils understand what makes a performance effective (skills/techniques) and can use this knowledge to analyse theirs and others performances</li> <li>● Pupils understand key theory principles relating to...             <ul style="list-style-type: none"> <li>○ Muscular System</li> <li>○ Immediate &amp; Long-Term Effects of Exercise,</li> <li>○ Rules and Regulations &amp; Scoring Systems to adopt the role of an official</li> <li>○ Components of Fitness</li> </ul> </li> <li>● Pupils can confidently adopt leadership roles and lead small groups of peers during warm up activities and skill development-based activities.</li> </ul> |

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| <p><b>Key Knowledge</b></p> | <ul style="list-style-type: none"> <li>● Understand the technical requirements that make a performance effective. E.g. how do you perform a chest pass?</li> <li>● Understand different tactics/strategies that can be utilised in different sports/physical activities.</li> <li>● Muscles of the Body (Biceps, Triceps, Pectorals, Abdominals, Quadriceps, Hamstrings, Deltoid, Gastrocnemius, Gluteals)</li> <li>● Immediate Effects of Exercise (Hot, Sweaty, Red Skin, Increased Depth of Breathing, Increased Heart Rate)</li> <li>● Long-Term Effects of Exercise (Body shape may change, Improvements in specific components of fitness (Speed, Cardiovascular Endurance, Strength, Muscular Endurance), Lower Resting Heart Rate, Increased Size of Heart (Hypertrophy)</li> <li>● Rules &amp; Regulations &amp; Scoring Systems to adopt the role of an effective participant.</li> <li>● Components of Fitness (Agility, Balance, Cardiovascular Endurance, Coordination, Flexibility, Muscular Endurance, Power, Reaction Time, Strength, Speed)</li> </ul>                                    |
| <p><b>Key Skills</b></p>    | <ul style="list-style-type: none"> <li>● Embed the performance of fundamental movement skills within a range of physical activities (running, jumping, changing direction/position whilst maintaining balance, footwork).</li> <li>● Develop the performance of sport specific skills linked to the following physical activities <ul style="list-style-type: none"> <li>○ Invasion Games (Netball, Basketball, Handball, Association Football)</li> <li>○ Net and Wall Games (Volleyball, Badminton, Tennis)</li> <li>○ Trampolining</li> <li>○ Striking and Fielding Activities (Cricket &amp; Rounders)</li> <li>○ Athletic Activities</li> </ul> </li> <li>● The use of a range of tactics/strategies to successfully overcome opponents in increasingly competitive situations.</li> <li>● The ability to analyse theirs and others performances compared to previous ones, and use this analysis to develop their own and others performances/technique.</li> <li>● Leadership skills centred on communication &amp; organisation skills when tasked with leading a small group of peers.</li> </ul> |