

## Park School, Bolton Impact Trust Physical Education Curriculum

### Rationale

As a Trust, we believe that high quality Physical Education should provide pupils with the opportunity to participate in a wide variety of physical activities, whilst developing their understanding, competency and confidence in the core skills that are required to produce effective performances. We want our pupils to enjoy participating in physical activity, to be exposed to a wide range of different activities and experiences that they may not have otherwise experienced, to build their resilience and their ability to work with others as part of a team, to lead, to be competitive whilst gracious in both defeat and triumph and to develop a healthy and active lifestyle, which is sustained in their adult life. At Park School our rationale for teaching Physical Education is to provide our students a platform for participating, engaging and developing physically, socially and mentally. This is to provide them with the tools that will compliment them into a career within the sporting industry or give them the necessary transferable tools that they can use in other walks of life. We understand that some children in our cohort have had negative experiences of sport throughout their educational lifetime and our aim is to improve their experiences and re-engage them into the sporting curriculum. With regards to the children that enjoy sport, we want to challenge them further in a wide range of different activities that with further enhance their sporting experiences.



### Knowledge

We ensure that throughout the PE curriculum pupils acquire the key knowledge required to:

- Take part in a wide range of sporting activities and be able to understand and follow the rules and expectations
- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
- Develop their technique and improve their performance
- Analyse their performances and demonstrate improvement to achieve their personal best
- Understand how physical exercise impacts their own mental health



### Character

We ensure that pupils develop a sporting attitude, where fairness, teamwork, resilience and determination are celebrated. Where competitiveness and ambition is valued alongside a respect and appreciation of opponents and officials. We help them to develop their social skills and to be able to emotionally self-regulate. We encourage a passion for sport and exercise which continues beyond their time at school and into their adult life.



### Creativity

We ensure that pupils have the opportunity to be creative and to perform and express themselves through a variety of different physical activities. Pupils experience and undertake different roles relating to sports and exercise such as, performer, coach, and analyst. Pupils are also encouraged to be creative and imaginative by designing their own exercises and activities such as warm-ups, training programs and coaching plans.



### Innovative Thinking

We inspire pupils to think innovatively, to problem-solve, to overcome physical and intellectual challenges and to learn to make well-informed decisions as an individual and as part of a team. Pupils learn about the psychology of sport and the impact this can have on their own performance, as well as helping them to apply it in competitive situations in order to apply tactics or to outwit opponents.



### Transform

We will ensure that pupils have the skills, physical development and knowledge to:

- Create a pathway into the sport and leisure industry
- Develop a lifelong interest in exercise, sports and activities
- Take part in a sport or activity as a productive member of a club or community
- Understand the importance and long-term health benefits of physical activity
- Lead a happy and healthy lifestyle

## Physical Education Curriculum Design

Physical Education is a compulsory part of the curriculum at both Key Stage 3 and 4. In core Physical Education at both key stage 3 and 4 we have a varied curriculum which can include a wide range of sporting activities. Many of our pupils may not engage with traditional team games such as football and netball due to anxieties and mental health issues, and so we have adapted the curriculum to include less intense activities such as yoga, orienteering and climbing. We do however, provide education and advice on the local clubs where all sports can be attempted and we encourage them all to access this outside of school hours. One of the main aims of our school is to allow the students to engage in positive activities that will allow them to improve their life choices and experiences outside of the curriculum. We feel that sport is one way that students can do this and by developing links with local sports clubs the chances of our students engaging in sport outside of the curriculum will improve.

All pupils have 1 P.E. lesson each week. We have a staff member that is a fully qualified P.E. teacher, and utilise this with the delivery of fitness, racket sports and orienteering. In addition we also purchase the expertise of Bolton Lads and Girls club, David Lloyd, and an external instructor for the delivery of Pilates, climbing and gym fitness. We at Park feel this high quality delivery gives our pupils the necessary knowledge, practice and understanding to fulfil an ambitious yet relevant PE curriculum.

## Key Stage 3

The PE curriculum at key stage 3 focuses on building upon the physical development and skills learned in key stages 1 and 2 and ensuring that pupils become more competent and confident in their techniques and applying them across different sports and physical activities. We also focus on understanding what makes a performance effective and analysing pupils' own performance and that of others. We look at the benefits of physical activity on health and wellbeing along with making links to possible career options within sport and physical activities.

The key stage 3 curriculum is carefully planned and sequenced so that knowledge, physical development and skills build over time and as pupils move through the academic year and the various pathways, knowledge and understanding is deepened and regularly revisited.

Pupils at Park School who leave us to return to mainstream are able to re-engage with the PE curriculum there because we do not narrow their offer when they are with us.

The PE curriculum is also designed to be flexible and to respond to the needs, physical development and skills of the pupils. Pupils will join us with varying degrees of experience and skills in PE. For some pupils PE is a subject that they have excelled and found much enjoyment in; for others PE is a challenging subject that they lack confidence in and have avoided as much as possible. In key stage 3 we respond to these differing needs by going back to fundamental skills and confidence building with some pupils, and with others we focus on pushing them further to improve in the sports or activities that they excel in and to also experience new sports and activities.

The way that we sequence the PE curriculum is by organising it into 5 different disciplines which we deliver over the 6 half-terms of an academic year. These disciplines are:

- Yoga and Pilates
- Fitness- cardiovascular and weight training
- Net and Wall Games
- Outdoor adventurous activities- Climbing
- Outdoor adventurous activities- Orienteering

We will repeat these disciplines each year for three years, building on skills learned each year. This will ensure that pupils with us for longer than one academic year will encounter different sports and activities under each of these headings at an increasing level, whilst those with us for a shorter period will experience a variety of activities.

We build knowledge and develop skills in each discipline by working through the three pillars of progression for PE (as set out in the Research Review Series in March 2022) every half term. We begin with fitness and motor competence, then move onto rules, strategies and tactics before the final pillar of healthy participation where we focus on the impact of each discipline on health and work to analyse and improve upon performance. This ensures that as pupils move through each term their knowledge and skills build and their understanding deepens.

Pupils are taught in key stages, our curriculum overview details the declarative and procedural knowledge that we expect pupils to know for each of the pillars of progression and for each of the disciplines. Our age related expectation descriptors specifically outline in more detail what we expect pupils to know and be able to do at the end of each academic year or pathway. Progress is measured against these on a termly basis.

## The Key Stage 3 PE Curriculum Intent

Key Stage 3		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Yoga and Pilates	Fitness	Net and wall Games	Fitness	Adventurous Activities Climbing	Outdoor Activities Orienteering
Motor Competence	Declarative Knowledge	<ul style="list-style-type: none"> <li>Understanding of muscles, bones and joints</li> <li>Understanding of types of balance and body parts available to balance on</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of muscles, bones and joints</li> <li>Understanding of the difference between cardio vascular fitness and muscular strength</li> </ul>	<ul style="list-style-type: none"> <li>Understand the different types of shots and how to hold a racket for different shots</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of muscles, bones and joints and how they work using levers</li> <li>Understanding of the difference between cardio vascular fitness and muscular strength and the impact each have on the body</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of how a climbing wall uses different grips, colours and gradients</li> <li>Understand the basic safety needs when climbing, and equipment needed</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of how to use a map including orientation and thumbing</li> <li>Understanding of how an orienteering course is set up</li> </ul>
	Procedural Knowledge	<ul style="list-style-type: none"> <li>Learn how to warm muscles and joint up prior to exercise</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to complete exercises to improve CV</li> </ul>	<ul style="list-style-type: none"> <li>Serving</li> <li>Shots</li> <li>Returns</li> <li>Moving around the area</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to complete a variety of exercises to improve CV</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to put a harness on</li> <li>Understand how to tie in and ensure all</li> </ul>	<ul style="list-style-type: none"> <li>Use a map to navigate around a large area</li> <li>Use a compass to identify North</li> </ul>

			<p>fitness and strength</p> <ul style="list-style-type: none"> <li>•</li> </ul>		<p>fitness and strength</p>	<p>participants are safe</p> <ul style="list-style-type: none"> <li>• Understand how to abseil or allow yourself to be lowered to the ground</li> </ul>	
<p>Knowledge and tactics</p>	<p>Declarative Knowledge</p>	<ul style="list-style-type: none"> <li>• Know the names of a variety of different poses</li> <li>• Know which muscles are being affected by each pose</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how a treadmill, rowing machine, cross trainer and step machine work</li> <li>• Understand how to use a variety of handles on weight machines</li> <li>• Understand how to safely alter the weights and seats on a machine</li> </ul>	<ul style="list-style-type: none"> <li>• Scoring system</li> <li>• Rules of the game</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how a treadmill, rowing machine, cross trainer and step machine work, and how they can be adjusted to make the activity easier or harder</li> <li>• Understand how to create a basic fitness plan in a gym</li> <li>• Understand how to safely alter the weights and seats on a machine</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use different paths up a wall taking into consideration their differing level of difficulty</li> <li>• Understand how working with a partner on the ground can assist your climb</li> </ul>	<ul style="list-style-type: none"> <li>• Understand scales, contours and the key on a map</li> <li>• Understand the directions North, South, East and West</li> <li>• Understand how an orienteering course works including starting points, check points and distances</li> </ul>

	Procedural Knowledge	<ul style="list-style-type: none"> <li>Understanding of a variety of yoga poses such as downward dog, warrior and the garland pose</li> </ul>	<ul style="list-style-type: none"> <li>Be able to set up and use a cross trainer, rowing machine, treadmill and step machine</li> <li>Be able to use weights machine that work arms, legs, stomach and back muscles</li> </ul>	<ul style="list-style-type: none"> <li>Tactics to outwit opponents</li> <li>Influencing the game</li> <li>Making decisions</li> </ul>	<ul style="list-style-type: none"> <li>Be able to set up and use a cross trainer, rowing machine, treadmill and step machine</li> <li>Be able to use weights machine that work arms, legs, stomach and back muscles</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Use different grips and footings to scale a wall.</li> <li>Listen to and follow instructions from partners</li> </ul>	<ul style="list-style-type: none"> <li>Use a map to navigate through a set of points</li> <li>Be able to follow a variety of courses in a park with orienteering courses pre-registered</li> <li>Use a recording sheet to list orienteering checkpoints</li> </ul>
Healthy Participation	Declarative Knowledge	<ul style="list-style-type: none"> <li>The impact on health</li> <li>The muscles used</li> <li>Pupils' own strengths and weaknesses</li> <li>Evaluate a performance and suggest improvements</li> </ul>	<ul style="list-style-type: none"> <li>The impact on health</li> <li>The muscles used</li> <li>Pupils' own strengths and weaknesses</li> <li>Evaluate a performance and suggest improvements</li> </ul>	<ul style="list-style-type: none"> <li>The impact on health</li> <li>The muscles used</li> <li>Pupils' own strengths and weaknesses</li> <li>Evaluate a performance and suggest improvements</li> </ul>	<ul style="list-style-type: none"> <li>The impact on health</li> <li>The muscles used</li> <li>Pupils' own strengths and weaknesses</li> <li>Evaluate a performance and suggest improvements</li> <li>Warm up and cool down</li> <li>Stretches</li> </ul>	<ul style="list-style-type: none"> <li>The impact on health</li> <li>The muscles used</li> <li>Pupils' own strengths and weaknesses</li> <li>Evaluate a performance and suggest improvements</li> </ul>	<ul style="list-style-type: none"> <li>The impact on health</li> <li>The muscles used</li> <li>Pupils' own strengths and weaknesses</li> <li>Evaluate a performance and suggest improvements</li> </ul>
	Procedural Knowledge	<ul style="list-style-type: none"> <li>Warm up and cool down</li> <li>Stretches</li> </ul>		<ul style="list-style-type: none"> <li>Warm up and cool down</li> <li>Stretches</li> </ul>		<ul style="list-style-type: none"> <li>Warm up and cool down</li> <li>Stretches</li> </ul>	<ul style="list-style-type: none"> <li>Warm up and cool down</li> <li>Stretches</li> </ul>

# Key Stage 3 PE at Park School



## The Journey Starts

All pupils will build upon the physical development and skills learned in key stages 1 and 2

## Yoga and Pilates

Pupils will know how muscles, bones and joints operate and understand the types of balance and body parts available to balance on. They will learn how to warm up muscles and joints prior to exercise

## Fitness

Pupils will understand the difference between cardio and vascular fitness and muscle strength

## Net and Wall Games

Pupils will know how to serve, the different types of shots, how to return and move around the area. They will understand the scoring system and the rules of the game. They will be able to use tactics to outwit opponents and how to influence the game. Pupils will continue to build upon their knowledge of the impact physical activity has on health and will be able to evaluate their own strengths and weaknesses and suggest how they can improve their performance.

## Fitness

Pupils will understand the difference between cardio and vascular fitness and muscle strength and the impact each will have on the body. They will understand how muscles, bones and joints work using levers

## Adventurous Activities

Pupils will understand how a climbing wall uses different grips, colours and gradients, and will understand the basic safety needs when climbing and the equipment required

## Outdoor Activities

Pupils will develop their understanding of how to use a map including orientation and thumbing. They will understand how an orienteering course is set up

These bricks indicate when pupils' knowledge begins to build upon prior knowledge and connections are made



## Assessment and Progress in PE in Key Stage 3

In PE at key stage 3 teachers are asked to record any formative or summative assessments against the key knowledge objectives on the Insight system for the units of work that they have delivered. At the end of every half term teachers are asked to use this assessment data to judge where each pupil is against the Age-related expectations for PE and to put those levels on the Insight system.

In key stage 3 pupils are expected to match their age-related levels and to progress at a rate of at least one per year. Progress is judged as;

'On Track' if a pupil matches their own age-related expectations.

'Just below' for a pupil who is one year below their age-related expectations

'Below' for a pupil who is more than one year below their age-related expectations

'Greater Depth' for a pupil who is a year or more above their age-related expectations

Age Related Expectations	Yoga and Pilates	Fitness	Net and Wall Games	Adventurous Activities Climbing	Outdoor Activities Orienteering
<b>Below Year 7</b>	Pupils can: <ul style="list-style-type: none"> <li>✓ Explain which parts of the body are being worked in each different pose</li> <li>✓ Recall the names of some of the poses carried out</li> <li>✓ Explain why it is necessary to warm up and cool down before and after exercise</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>✓ Understand why we may use a gym</li> <li>✓ Understand where and how you can access a gym</li> <li>✓ Recognise different machines in a gym</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>✓ Perform one serve with some accuracy</li> <li>✓ Hit the ball/shuttle using basic shots with some accuracy</li> <li>✓ Move around the area and attempt to return shots</li> <li>✓ Demonstrate simple tactics in trying to outwit my opponent</li> <li>✓ Identify some areas of the scoring system and attempt to apply these through</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>✓ Understand how climbing walls have markers to hold whilst you climb</li> <li>✓ Understand the safety equipment needed to climb</li> <li>✓ Understand the basic muscles needed to climb</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>✓ Walk and run around a specified area</li> <li>✓ Understand how to look for certain points marked on a map</li> <li>✓ Understand how to use a basic scale on a map</li> </ul>



Age Related Expectations	Yoga and Pilates	Fitness	Net and Wall Games	Adventurous Activities Climbing	Outdoor Activities Orienteering
			<p>officiating with some errors</p>		
<p><b>Year 7</b></p>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>✓ Warm up and cool down before and after exercise</li> <li>✓ Explain which parts of the body are being worked in each different pose</li> <li>✓ Recall the names of many of the poses carried out</li> <li>✓ Carry out some poses independently</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>✓ Access a gym and use at least 2 pieces of equipment</li> <li>✓ Understand and explain the difference between cardio vascular training and weight training</li> <li>✓ Understand which muscles of the body are being used in some exercises</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>✓ Perform one serve well with good accuracy and success</li> <li>✓ Hit the ball/shuttle using a variety of shots which often vary in depth, height and power and attempt spin where appropriate</li> <li>✓ Demonstrate some footwork moving around the area and return some shots</li> <li>✓ Demonstrate some tactics to try and outwit their opponent with some success</li> <li>✓ Explain and attempt to apply some of the aspects of the scoring system to a game and attempt to officiate with some errors</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>✓ Understand how climbing walls have markers to hold whilst you climb</li> <li>✓ Understand the safety equipment needed to climb</li> <li>✓ Understand the basic muscles needed to climb</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand and find checkpoints in a given area using a map</li> <li>✓ Understand how to orientate a map</li> <li>✓ Understand how an orienteering course works</li> </ul>

Age Related Expectations	Yoga and Pilates	Fitness	Net and Wall Games	Adventurous Activities Climbing	Outdoor Activities Orienteering
Year 8	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>✓ Warm up and cool down before and after exercise</li> <li>✓ Explain which parts of the body are being worked in each different pose and give the anatomical name of some major muscles</li> <li>✓ Recall the names of many of the poses carried out</li> <li>✓ Carry out some poses independently</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>✓ Use a treadmill, step machine and cross trainer</li> <li>✓ Use a selection of weight machines</li> <li>✓ Understand how to safely use free weights</li> <li>✓ Name certain muscle groups that some exercises are working</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>✓ Perform one serve well with good accuracy and success</li> <li>✓ Hit the ball/shuttle using a variety of shots which often vary in depth, height and power and attempt spin where appropriate</li> <li>✓ Demonstrate some footwork moving around the area and return some shots</li> <li>✓ Demonstrate some tactics to try and outwit their opponent with some success</li> <li>✓ Explain and attempt to apply some of the aspects of the scoring system to a game and attempt to officiate with some errors</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>✓ Understand how climbing walls have markers to hold whilst you climb and how these may be coloured according to difficulty levels</li> <li>✓ Understand the safety equipment needed to climb and how to correctly set this up</li> <li>✓ Understand the basic muscles needed to climb and their anatomical names</li> <li>✓ Climb up a variety of walls using different routes to the top</li> <li>✓ Support others whilst climbing using safety equipment</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use a map to complete a given orienteering course</li> <li>✓ Use a map to find points of interest in a given area</li> <li>✓ Use thumbing as a tactic to assist with using a map/ finding listed points</li> </ul>

Age Related Expectations	Yoga and Pilates	Fitness	Net and Wall Games	Adventurous Activities Climbing	Outdoor Activities Orienteering
Year 9	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>✓ Lead a warm up and cool down before and after exercise for a small group</li> <li>✓ Explain which parts of the body are being worked in each different pose and give the anatomical name of many muscles and major bones of the body</li> <li>✓ Recall the names of many of the poses carried out</li> <li>✓ Carry out some poses independently and identify errors others may be making</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>✓ Use most machines in the gym</li> <li>✓ Understand which machines to use in order to work specific muscle groups</li> <li>✓ Understand how to increase the level of difficulty on the treadmill, cross trainer and step machine</li> <li>✓ Give the anatomical names of some well-known muscles</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>✓ Perform a variety of serves with success to deceive their opponent and attempt to put them under pressure</li> <li>✓ Hit the ball/shuttle with accuracy, selecting the appropriate shot with some deception in depth, height, power and spin where appropriate</li> <li>✓ Demonstrate very good footwork moving around the area allowing them to return shots and perform shots to a very good standard</li> <li>✓ Select and apply a variety of tactics to outwit their opponents successfully and at optimum times</li> <li>✓ Explain and apply the scoring system to a game as well as</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>✓ Climb a wall safely using the correct equipment</li> <li>✓ Plan a route up a climbing wall</li> <li>✓ Plan an area to rest whilst climbing</li> <li>✓ Use both arms and legs fully to climb the wall</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use a map to complete a given orienteering course in the fastest time possible</li> <li>✓ Use a map to find points of interest in a given area and use these to find orienteering checkpoints</li> <li>✓ Use thumbing as a tactic to assist with using a map/ finding listed points</li> <li>✓ Use the contours of a map to help identify where you are</li> </ul>

Age Related Expectations	Yoga and Pilates	Fitness	Net and Wall Games	Adventurous Activities Climbing	Outdoor Activities Orienteering
			officiating with few mistakes		

## The Key Stage 4 PE Curriculum Intent

In key stage 4 pupils continue to participate in PE lessons as stated in KS3.

The PE curriculum at key stage 4 focuses on building and developing the skills in the 5 different disciplines from Key stage 3. Pupils are encouraged to develop their enjoyment of physical activity and are also reminded of the importance of physical activity on their mental and physical health. They are supported to take part in clubs and activities outside school to develop lifelong participation.

The curriculum Intent for Key Stage 4 pupils is planned to offer a variety of sport or physical activity which pupils at Park School may be able to access. Pupils are always encouraged to take part in all activities provided but given some of the mental health issues our pupils have, we can and do provide alternative work should they require something non-physical.

Key Stage 4		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Yoga and Pilates	Fitness	Net and wall Games	Fitness	Adventurous Activities Climbing	Outdoor Activities Orienteering
Motor Competence	Declarative Knowledge	<ul style="list-style-type: none"> <li>Understanding of the similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of the different types of</li> </ul>	<ul style="list-style-type: none"> <li>Understand the rules and scoring of</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of muscles, bones and</li> </ul>	<ul style="list-style-type: none"> <li>Understand where people</li> </ul>	<ul style="list-style-type: none"> <li>Understand which parks and areas have pre-</li> </ul>

		<p>between yoga and Pilates.</p> <ul style="list-style-type: none"> <li>• Understanding of muscles, bones and joints and how they work together to form movements</li> <li>• Understanding of types of balance and body parts available to balance on</li> </ul>	<p>muscles, bones and joints in the body</p> <ul style="list-style-type: none"> <li>• Understanding of the difference between cardio vascular fitness and muscular strength and how to improve both</li> </ul>	<p>badminton, short tennis and full tennis.</p> <ul style="list-style-type: none"> <li>• Understand the different types of shots and how to hold a racket for different shots</li> </ul>	<p>joints and how they work using levers</p> <ul style="list-style-type: none"> <li>• Understanding of the difference between cardio vascular fitness and muscular strength and the impact each have on the body</li> </ul>	<p>can access climbing walls.</p> <ul style="list-style-type: none"> <li>• Understanding of how a climbing wall uses different grips, colours and gradients</li> <li>• Understand the basic safety needs when climbing, and equipment needed</li> </ul>	<p>arranged orienteering courses</p> <ul style="list-style-type: none"> <li>• Understand how to set up and use their own orienteering course</li> <li>• Understanding of how to use a map including orientation and thumbing</li> </ul>
	Procedural Knowledge	<ul style="list-style-type: none"> <li>• Learn how to warm muscles and joint up prior to exercise and how to ensure others are suitably ready for exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to complete exercises to improve CV fitness and strength</li> </ul>	<ul style="list-style-type: none"> <li>• Serving</li> <li>• Shots</li> <li>• Returns</li> <li>• Moving around the area</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to complete a variety of exercises to improve CV fitness and strength</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to put a harness on</li> <li>• Understand how to tie in and ensure all participants are safe</li> <li>• Understand how to abseil or allow yourself to be lowered to the ground</li> </ul>	<ul style="list-style-type: none"> <li>• Use a map to navigate around a large area</li> <li>• Use a compass to identify N, E, S, W and NE, NW, SE, SW</li> </ul>
Knowledge and tactics	Declarative Knowledge	<ul style="list-style-type: none"> <li>• Know the names of many muscle groups that can be worked when</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how a treadmill, rowing machine, cross</li> </ul>	<ul style="list-style-type: none"> <li>• Scoring system</li> <li>• Rules of the game</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how a treadmill, rowing</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use different paths up a wall</li> </ul>	<ul style="list-style-type: none"> <li>• Understand scales, contours and the key on a map</li> </ul>

		<p>completing Pilates and yoga</p> <ul style="list-style-type: none"> <li>• Know the names of a variety of different poses</li> </ul>	<p>trainer and step machine work, and how to set programmes on them</p> <ul style="list-style-type: none"> <li>• Understand how to use a variety of handles on weight machines</li> <li>• Understand how to safely alter the weights and seats on a machine</li> </ul>		<p>machine, cross trainer and step machine work, and how they can be adjusted to make the activity easier or harder</p> <ul style="list-style-type: none"> <li>• Understand how to create a basic fitness plan in a gym</li> <li>• Understand how to safely alter the weights and seats on a machine</li> </ul>	<p>taking into consideration their differing level of difficulty</p> <ul style="list-style-type: none"> <li>• Understand how working with a partner on the ground can assist your climb</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the directions North, South, East and West</li> <li>• Understand how an orienteering course works including starting points, check points and distances</li> </ul>
	Procedural Knowledge	<ul style="list-style-type: none"> <li>• Understanding of a variety of yoga poses such as downward dog, warrior and the garland pose</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to set up and use a cross trainer, rowing machine, treadmill and step machine</li> <li>• Be able to use weights machine that work arms, legs, stomach</li> </ul>	<ul style="list-style-type: none"> <li>• Tactics to outwit opponents</li> <li>• Influencing the game</li> <li>• Making decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to set up and use a cross trainer, rowing machine, treadmill and step machine</li> <li>• Be able to use weights machine that work arms, legs, stomach</li> </ul>	<ul style="list-style-type: none"> <li>• Use different grips and footings to scale a wall.</li> <li>• Listen to and follow instructions from partners</li> </ul>	<ul style="list-style-type: none"> <li>• Use a map to navigate through a set of points</li> <li>• Be able to follow a variety of courses in a park with orienteering courses pre-registered</li> <li>• Use a recording sheet to list</li> </ul>

			and back muscles		and back muscles		orienteeing checkpoints
Healthy Participation	Declarative Knowledge	<ul style="list-style-type: none"> <li>The impact on health</li> <li>The muscles used</li> <li>Pupils' own strengths and weaknesses</li> <li>Evaluate a performance and suggest improvements</li> </ul>	<ul style="list-style-type: none"> <li>The impact on health</li> <li>The muscles used</li> <li>Pupils' own strengths and weaknesses</li> <li>Evaluate a performance and suggest improvements</li> </ul>	<ul style="list-style-type: none"> <li>The impact on health</li> <li>The muscles used</li> <li>Pupils' own strengths and weaknesses</li> <li>Evaluate a performance and suggest improvements</li> </ul>	<ul style="list-style-type: none"> <li>The impact on health</li> <li>The muscles used</li> <li>Pupils' own strengths and weaknesses</li> <li>Evaluate a performance and suggest improvements</li> <li>Warm up and cool down</li> <li>Stretches</li> </ul>	<ul style="list-style-type: none"> <li>The impact on health</li> <li>The muscles used</li> <li>Pupils' own strengths and weaknesses</li> <li>Evaluate a performance and suggest improvements</li> </ul>	<ul style="list-style-type: none"> <li>The impact on health</li> <li>The muscles used</li> <li>Pupils' own strengths and weaknesses</li> <li>Evaluate a performance and suggest improvements</li> </ul>
	Procedural Knowledge	<ul style="list-style-type: none"> <li>Warm up and cool down</li> <li>Stretches</li> </ul>		<ul style="list-style-type: none"> <li>Warm up and cool down</li> <li>Stretches</li> </ul>		<ul style="list-style-type: none"> <li>Warm up and cool down</li> <li>Stretches</li> </ul>	<ul style="list-style-type: none"> <li>Warm up and cool down</li> <li>Stretches</li> </ul>

The Key Stage 4 curriculum follows the same sports and activities as the KS3 curriculum and is assessed against the key knowledge objectives on the Insight system for the units of work that have been delivered. However, in KS4 we consider more general attributes pupils need when completing physical activity in addition to sport specific skills. Organisation, communication and discussions surrounding progression are often discussed and assessed as part of KS4 PE.

	Autumn 1 Yoga and Pilates	Autumn 2 Fitness	Spring 1 Net games	Spring 2 Fitness	Summer 1 Climbing	Summer 2 Orienteering
Key Stage 4	<b>Declarative Knowledge:</b> <ul style="list-style-type: none"> <li>✓ Time management techniques</li> </ul>	<b>Declarative Knowledge:</b> <ul style="list-style-type: none"> <li>✓ Benefits and purpose of developing a</li> </ul>	<b>Declarative Knowledge:</b> <ul style="list-style-type: none"> <li>✓ Skills and techniques required in selected sports</li> </ul>	<b>Declarative Knowledge:</b> <ul style="list-style-type: none"> <li>✓ Benefits and purpose of developing a</li> </ul>	<b>Declarative Knowledge:</b> <ul style="list-style-type: none"> <li>✓ Understand the safety aspects of climbing</li> </ul>	<b>Declarative Knowledge:</b> <ul style="list-style-type: none"> <li>✓ Ways to communicate effectively</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Organisational techniques</li> <li>✓ Different types of planners</li> <li>✓ Reviewing own time management</li> <li>✓ Knowing the Strengths and weaknesses of techniques used</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>✓ Lead a warm up and cool down before and after exercise for a small group</li> <li>✓ Explain which parts of the body are being worked in each different pose and give the anatomical name of many muscles and major bones of the body</li> <li>✓ Recall the names of many of the poses carried out</li> </ul>	<p>progression plan</p> <ul style="list-style-type: none"> <li>✓ Finding out about progression opportunities</li> <li>✓ Identifying skills and behaviours needed to meet goals</li> <li>✓ Knows the difference between short and long term goals</li> <li>✓ Knows how to set out steps to achieve goals</li> <li>✓ Knows how to reflect on what is achievable/realistic</li> <li>✓ Knows how to look for progression opportunities</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>✓ Use most machines in the gym</li> <li>✓ Understand which machines to use in order to work specific muscle groups</li> <li>✓ Understand how to increase the</li> </ul>	<ul style="list-style-type: none"> <li>✓ Components of a skill</li> <li>✓ Rules and regulations in different sports</li> <li>✓ Knows the definition of skill and technique and can give examples</li> <li>✓ Knows the skills needed for selected sports</li> <li>✓ Knows how to break these skills down into important components</li> <li>✓ Knows when and when not to use specific skills in certain situations</li> <li>✓ Knows how to improve strengths and weaknesses</li> <li>✓ Knows the rules and regulations of selected sports</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>✓ Use of skills in isolated, conditioned and competitive situations</li> </ul>	<p>progression plan</p> <ul style="list-style-type: none"> <li>✓ Finding out about progression opportunities</li> <li>✓ Identifying skills and behaviours needed to meet goals</li> <li>✓ Knows the difference between short and long term goals</li> <li>✓ Knows how to set out steps to achieve goals</li> <li>✓ Knows how to reflect on what is achievable/realistic</li> <li>✓ Knows how to look for progression opportunities</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>✓ Use most machines in the gym</li> <li>✓ Understand which machines to use in order to work specific muscle groups</li> <li>✓ Understand how to increase the</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand how a climbing wall has different levels of difficulty</li> <li>✓ Understand which muscles are needed to climb</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>✓ Climb a wall using thought and tactics</li> <li>✓ Climb using arms, legs and hips close to the wall</li> <li>✓ Pupils plan moves in advance</li> <li>✓ Pupils can belay safely another pupil on the wall</li> <li>✓ Pupils can scale a wall safely but with speed.</li> </ul>	<p>through listening and talking</p> <ul style="list-style-type: none"> <li>✓ Building effective teams</li> <li>✓ Ways to assess own performance</li> <li>✓ How to plan to improve own performance</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>✓ Use a map to complete a given orienteering course in the fastest time possible</li> <li>✓ Use a map to find points of interest in a given area and use these to find orienteering checkpoints</li> <li>✓ Use thumbing as a tactic to assist with using a map/ finding listed points</li> <li>✓ Use the contours of a map to help identify where you are</li> </ul>
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	✓ Carry out some poses independently and identify errors others may be making	level of difficulty on the treadmill, cross trainer and step machine Give the anatomical names of some well-known muscles	✓ Observing and reviewing own performance ✓ Can use SWOT analysis to self-review strengths and weaknesses	level of difficulty on the treadmill, cross trainer and step machine Give the anatomical names of some well-known muscles		
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## The Journey Starts

All pupils will build upon the physical development and skills learned in key stages 1 and 2

# Key Stage 4 PE at Park School

### Fitness



## Yoga and Pilates

Pupils will understand the differences between yoga and Pilates. They will learn how bones and muscles work together to form movements and the types of body parts available to balance on. They will know how to warm up correctly before exercise and the names of muscle groups and various poses in yoga and pilates.



Pupils will understand the different types of muscles, bones and joints in the body and how to improve their cardio vascular fitness and muscle strength. Pupils will know how to safely operate a number of exercise machines.

Autumn Term

Spring Term

These bricks indicate when pupils' knowledge begins to build upon prior knowledge and connections are made

Summer Term

## Net and Wall Games

Pupils will know the rules and scoring of badminton, short tennis and full tennis. They will understand and be able to perform different types of shots and racquet grips.

## Adventurous Activities

Pupils will understand how a climbing wall uses different grips, colours and gradients, and will understand the basic safety needs when climbing and the equipment required. They will know how to put on a harness and keep safe. They will know how to abseil or be lowered to the ground, and will understand how to use different paths to go up the wall and how to climb with a partner.

## Fitness

Pupils will understand the different types of muscles, bones and joints in the body and how to improve their cardio vascular fitness and muscle strength. Pupils will know how to safely operate a number of exercise machines.



## Outdoor Activities

Pupils will develop their understanding of how to use a map to navigate around a large area. They will know how to use a compass and will understand scales, contours and the key on a map. Pupils will understand how an orienteering course works, including starting points, check points and distances.

