

TCEAT Curriculum & Assessment Overview: *Physical Education/Sport*

Course description and overarching aims (Intent)

The intent of our PE Curriculum is to provide all students with high quality PE and Sport provision, which focuses on the holistic development of the student, allowing them to achieve their own personal best. Students will learn fundamental movement skills that will allow them to experience success in a range of sports, develop specific sporting knowledge, but also they will develop a broader understanding of the skills and knowledge that is needed for them to be a life-long learner in PE and sport. Not only as performers but students will learn leadership skills through roles such as planning and delivering coaching and officiating. We have a holistic assessment, which assesses the students “Heads, Hearts, Hands”.

Students will have the opportunity to study the theoretical elements of PE through our GCSE pathway from year 9. These students will study modules in Anatomy and Physiology, Movement Analysis, Physical Training, Sports Psychology, Socio-Cultural influences and Health and Well-being. This will provide them with a platform to access further study in A-level or Vocational courses, with the view to seeking a career in the sport and recreation industry.

The promotion of competition and developing positive attitudes underpins every activity area within the Physical Education Curriculum at _____. As well as opportunities through Core PE lessons, students can access a wide range of extra-curricular activities through the Extended Elective programme. By the end of their time at Ealing Fields, we hope that all students have developed a positive attitude to Physical Activity and Sport, whilst gaining an understanding of how to maintain a healthy and active lifestyle.



A value driven focus of PE/Sport:

- Creating life long learners in Physical Education.
- Holistic focus on developing young people.
- Learning in, through, about and for movement.



'I have come that you should have life and life in all its fullness'.

Curriculum model overview (Implementation)

Core Curriculum (Years 7 – 11)

All students from Years 7 to 11 have 100 minutes of physical education every week. Our objective is that by the end of Year 11 every student has the competency, knowledge and motivation to continue to pursue an active lifestyle into adulthood. We want to achieve this by delivering the curriculum, and assessing the progress of our students in three strands. The first strand is **Hands** which is the development of each students’ physical skills (movement, co-ordination, etc). The second is **Head** which looks at what knowledge a student needs to learn in order to both play an active role in sport, and also look after their own well-being. Finally the **Heart** strand represents the behaviours and attitudes both within sport and through sport that will allow students to take a positive, constructive and productive role in society.

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Hands	Head	Heart
Developing physical skills through a variety of sports Gaining an understanding of athletic movement Improving co-ordination, reaction time and agility Experiencing a wide-variety of different sports	Developing and gaining knowledge of, about and through sport. Learning leadership skills Know how to play sport safely Developing independence of learning Learning about culture and values both in and through sport Gaining a knowledge of game rules Developing a better tactical understanding in sports Learning about exercise and how to gain and maintain fitness Learning about physiology: the muscles, heart and respiratory system	Developing the ability to socially interact with others in a positive way Gaining an understanding of good sporting behaviour in a variety of circumstances (winning and losing) Develop an attitude of positivity and determination Learn how to work both as an individual and as part of a team

Content is built using a spiral approach, with fundamentals of game based skills learnt first. Concepts are then revisited as pupils move through school and built on with greater detail. Communication of ideas is central to becoming a confident athlete, so our curriculum is designed to develop literacy and oracy through systemic use of game communication, explicit teaching of key words (in particular root words, prefixes and suffixes) and regular use of connective discussion.

Central and crucial to this delivery is that the **Hands** and **Head** assessment criteria are 'can do' ladder style rubrics. This allows students to identify exactly what they can (or cannot) currently achieve and, most importantly, identify what their next step is. For the teacher also, this is an important structure as it should inform their teaching so that each student is challenged and attempting the next step on the ladder.

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Physical Education Pathways



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Year 9 Sports Science

In Year 9 students get the option to select Sports Science as one of their Core Electives. This course is designed as an introduction to, and as preparation for the GCSE/BTEC courses in Year 10. On this course the students will study aspects of the GCSE curriculum, and will develop practical skills according to the GCSE assessment criteria. At the end of the course (Q4) students will have taken at least one theory and one practical assessment. Students' performance at Q4 will be part of the determination of which KS4 pathway they will be eligible for.

GCSE/BTEC

At KS4 there are two main qualification routes available to students, although not all the routes are available in every school.

GCSE in Physical Education (available in Ealing Fields, Ada Lovelace and William Perkin)	BTEC in Physical Education (only available at William Perkin)
AQA GCSE in Physical Education Qualification Number: 8582	BTEC Award in Physical Education Qualification Number:

A-Level

At KS5 if students want to continue to study physical education then they can study A-Level at William Perkin:

A Level Physical Education at William Perkin
OCR A Level in Physical Education Qualification Number: H555

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Three tiers and three outcomes

Our hands curriculum is structured so that all students can access the appropriate level of support and challenge. There are three tiers (Core, Higher, Advanced) which cover the same material at increasing levels of challenge. All lessons have three differentiated outcomes (labelled Gold/Silver/Bronze) at KS3 and KS4. These allow the students to have a high ownership of their learning and a sense of purposeful progression. This means not only is it possible for all students to learn the same key content at a level appropriate to their current understanding, but it also allows students to move between tiers at any point with ease. The spiral nature of the curriculum results in students having the opportunity for further developments in these topics the next time the topic is revisited.

Example – Year 8 Football Lesson on Control:

LESSON OUTCOMES	CORE TIER	HIGHER TIER	ADVANCED TIER
I can control the ball using the inside of the foot when there is no pressure	Bronze		
I can control the ball when it comes at different speeds, although occasionally it runs away from me	Silver	Bronze	
I can control the ball with different parts of the body when I'm standing still	Gold	Silver	Bronze
When I receive the ball using different body parts, I keep close control		Gold	Silver
I can control the ball with both feet, and move it to either side of my body			Gold

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Assessment Objectives

PE is a compulsory subject in schools because of its importance to students' present and future well-being. As such, it is not specifically designed to lead students on to examination PE. That said, the structure of the course is such that within it all students will learn important information and concepts that will prepare them well if they decided to select GCSE or BTEC physical education. Therefore, the assessment system in Core PE is not behave to the Assessment Objectives (AO) in the examination courses. Once the students select Sports Science in Year 9 then the same AOs will be used from Year 9 to Year 13 so that students can build the habit of subject specific self-review as a continuous process from KS3 to KS5

GCSE Assessment Objectives

AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance

Assessment objective weightings for GCSE Physical Education

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1 – A & P	Paper 2 – SC & P	Paper 3 – Coursework & Practical Performance	
AO1	13	12	0	25
AO2	10	10	0	20
AO3	7	8	0	15
AO4	0	0	40	40
Overall weighting of components	30	30	40	100

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	Year 9	Year 10	Year 11
Advanced	AO1: 40% AO2: 20% AO3: 10% AO4: 30%	AO1: 25% AO2: 20% AO3: 15% AO4: 40%	AO1: 25% AO2: 20% AO3: 15% AO4: 40%
Higher	AO1: 40% AO2: 20% AO3: 10% AO4: 30%	AO1: 30% AO2: 20% AO3: 15% AO4: 35%	AO1: 25% AO2: 20% AO3: 15% AO4: 40%
Core	AO1: 50% AO2: 30% AO4: 20%	AO1: 40% AO2: 20% AO4: 40%	AO1: 30% AO2: 20% AO3: 10% AO4: 40%

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Knowledge:

- Substantive knowledge - The main categories that account for the accepted conventions and facts of our subject:
 - Physiology and Anatomy – a basic understanding of the muscular, cardiovascular and respiratory system
 - The short and long term effects of exercise
 - How to warm-up, cool-down and stretch
 - How to set goals and work towards the next target
 - How to play sport safely
 - Know the basic rules of a wide variety of sports
 - Know, and understand basic tactics in a range of sports
 - Have physical literacy – know and being able to perform the basic movements that are inherent in all sporting actions
 - Know how to lead a healthy lifestyle
- Disciplinary knowledge - The main subject skills, procedures, thinking structures and behaviours of our subject such as:
(What do students need to learn to do to become a Subject-ian/ist/ologist)
 - Gain spatial awareness
 - Be able to perform exercises with accuracy
 - Be able to transfer my skills and understandings from one sport to another
 - Improve co-ordination and agility
 - Be able to work well both as an individual and as part of a team
 - Be reflective - be able to identify strengths and weaknesses, and how to improve on them
 - Be able to run, jump and throw
 - Be able to perform skills in isolation – and then be able to perform them under pressure in a competitive situation
 -
- Disciplinary Literacy - *(What are the literacy milestones students should be meeting as they progress through your subject)*
 -

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Curriculum seven-year plan:

The Core Curriculum at all Twyford Trust schools will have the same structure and assessment criteria. All schemes of work, and their delivery will be aimed at fulfilling the same generic objectives (see table below). The activities through which these objectives are delivered will change from school to school, as will the exact method of delivering the Head component. Each school will have their own specific curriculum map which may be found below this table.

Twyford Trust Physical Education Course Overview 2022-2023

Course Overview	7	8	9	10	11	VI Form
	<p>The Core Curriculum will be delivered through a wide variety of sports and activities that may differ from school to school determined by the staff and resources. The aim will be to give the students opportunities to develop their skills in and understanding of a wide range of sports (Hands). These will include traditional sports, such as football, netball and rugby that the school is competitive in, but students will also have the opportunity to experience other activities too such as trampoline, volleyball and handball. Through all activities students will also be taught important knowledge, tactics and rules that will allow them to take a more active role in their own physical well-being (Head). Finally, students will continually be guided on their attitudes and behaviours within sport, and to others (Heart).</p>					
Hands	<p>Technique is maintained for FEW skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations.</p> <p>FREQUENT errors are made and the student may be unable to adapt when faced with progressively challenging situations. They RARELY produce the intended results/accuracy.</p> <p>RARELY makes successful and effective tactical and strategic decisions. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a FEW skills in set plays and in open play. The application of skill is rarely</p>	<p>Technique is maintained for SOME skills but sometimes deteriorates in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations.</p> <p>FREQUENT errors are made and the student is only occasionally adaptive when faced with progressively challenging situations. They OCCASIONALLY produce the intended results/accuracy.</p> <p>SOMETIMES makes successful and effective tactical and strategic decisions, but there are significant weaknesses. The student's contribution is evident but infrequent throughout the game and only occasionally effective or significant. The student shows some technique and accuracy in the performance of SOME</p>	<p>Technique is maintained for MOST skills but may deteriorate in the most challenging practices. When faced with opposition, the effectiveness of decision making is inconsistent. The student makes more effective decisions in predetermined situations than in spontaneous situations.</p> <p>OCCASIONAL errors made and the student is sometimes adaptive when faced with progressively challenging situations. They SOMETIMES produce the intended results/accuracy.</p> <p>OFTEN makes successful and effective tactical and strategic decisions, but there may be some obvious weaknesses. The student's contribution is sometimes effective and significant but it is not entirely sustained throughout the game, with the student being</p>	<p>Technique is maintained for ALL skills but may start to deteriorate in the most challenging practices. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations.</p> <p>OCCASIONAL minor errors made but the student is usually adaptive when faced with progressively challenging situations. The student REGULARLY produces the intended results/accuracy.</p> <p>USUALLY makes successful and effective tactical and strategic decisions, with only minor lapses. The student's contribution is usually effective and significant and is sustained for the majority of the game. The student maintains technique, accuracy and consistency in the performance of ALL skills in</p>	<p>Technique is maintained for ALL skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations.</p> <p>Very FEW errors made and the student is adaptive when faced with progressively challenging situations. The student almost ALWAYS produces the intended results/accuracy.</p> <p>ALWAYS makes successful and effective tactical and strategic decisions. The student's contribution is highly effective, significant and sustained for almost all of the game. The student maintains a high level of technique, accuracy and consistency in the performance of ALL skills in set plays and in open play. The application of skill is fully</p>	

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	appropriate to their position. The student demonstrates only very limited ability to select and apply appropriate skills, RARELY outwitting opponents and usually being outwitted themselves.	skills in set plays and in open play but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to their position. The student occasionally demonstrates the ability to select and apply appropriate skills, but only OCCASIONALLY outwits opponents and is often outwitted themselves.	uninvolved during some periods. The student maintains technique and accuracy in the performance of MOST skills in set plays and in open play but it is not always consistent. The application of skill is not consistently appropriate to their position. The student demonstrates some ability to select and apply appropriate skills, SOMETIMES outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.	set plays and in open play. The application of skill is usually appropriate to their position, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, OFTEN outwitting opponents but only occasionally being outwitted themselves.	appropriate to their position. The student demonstrates a high level of ability to select and apply the most appropriate skills and is USUALLY successful in outwitting opponents, while hardly ever being outwitted themselves.	
Head	<p>Develop interpersonal skills and apply them in different activities or challenges E.G Communication, decision making, co-operation, roles and responsibilities, Trust</p> <p>Learn the 4 stages of a warm up, and 2 stages of a cool down Perform appropriate warm up and cool downs Understand why warm up and cool downs are important for keeping safe in sport</p> <p>Learn the 4 dimensions of personal wellbeing Physical, Mental/Emotional, Social and Spiritual wellbeing Understanding how physical activity can maintain a positive wellbeing</p> <p>Learn the stages of skill acquisition</p> <p>Students' can reflect on their own performance using basic words Learn the basic rules of the sports covered in the year</p>	<p>Develop the understanding of social responsibility through the sports education model</p> <p>Lead a group through warm-ups</p> <p>Learn about the protective equipment that is used in sport Understand SAFE principle to manage risk in sport Understand the importance of rules, to increase safety in sport</p> <p>Learn the 5 food groups Give examples of foods from five food groups Analyse one's diet and suggest any changes to improve general diet</p> <p>Students are aware of their next steps and can identify their progress using sport specific vocabulary to describe their performance</p> <p>Learn more sport specific rules and etiquette</p> <p>Officiate small-sided tasks involving peers</p>	<p>Learn to develop styles of leadership by leading a group through warm-ups and drills</p> <p>Learn about how to keep safe and manage risk in high risk sports</p> <p>Measure intensities using Heart rates Identify appropriate methods of recovery from exercise</p> <p>Students will be able to analyse their own and others' performances and accurately identify their next steps</p> <p>Gain increased knowledge and expertise in officiating one sport</p> <p>Demonstrate an ability to officiate that sport within the class</p> <p>Students will develop critical thought about diversity in sport, specifically focusing on racial and religious equality</p> <p>Learn about two energy systems (anaerobic and</p>	<p>Coach a group through drills ensuring that differentiation is present Deliver micro coaching sessions to primary school students</p> <p>Apply the methods of training to improve fitness.</p> <p>Perform exercises correctly, and design one training session</p> <p>Students will learn different styles of giving feedback to give to others</p> <p>The students will be able to independently use a range of practice methods to refine and master the skills they have learnt.</p> <p>Students will be able to organize and officiate larger scale matches within their class</p> <p>Students will develop critical thought about diversity in sport, specifically focusing on socio-economic equality</p>	<p>Plan and deliver independent coaching sessions to primary school students Evaluate coaching sessions</p> <p>Design and execute a 3 week PEP</p> <p>Students will be able to devise suitable drills and practices that will enable them to make progress towards their next step</p> <p>Learn how to run and organise a small tournament or competition</p> <p>Learn about the principles of training</p>	

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	<p>Develop knowledge of Olympism – the Olympic Values</p> <p>Muscles and bones</p> <p>Breathing and basics short term effects of exercise</p>	<p>Students will develop critical thought about diversity in sport, specifically focusing on gender equality</p> <p>Movement, the heart and the basic long term effects of exercise</p>	<p>aerobic) and recovery from exercise</p>	<p>Learn about the different methods of training & more detail of short & long term effects of exercise</p>		
Heart						
GCSE/BTEC			<p>Year 9 Sports Science</p> <p>Students who select Year 9 Sports Science will engage in a one-year GCSE preparation course.</p> <p>This will cover: Anatomy and Physiology Training (Methods/Principles) Practical Performance</p>	<p>GCSE Anatomy & Physiology Movement Analysis Principles of Training</p> <p>NEA: Coursework Practical Performance</p> <p>BTEC Physical Training Practical Performance</p>	<p>GCSE Health and Well-being Psychology Socio-Cultural Issues Practical Performance</p> <p>NEA: Coursework Practical Performance</p> <p>BTEC Enjoyment of Sport Leadership Practical Performance</p>	
A Level					<p>A Level Physiology & Anatomy Social-Cultural Psychology EAPI Coursework</p>	<p>A Level Physiology & Anatomy Social-Cultural Psychology EAPI Practical Performance</p>

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Approaches to learning

The Head, Heart, Hands (HHH) curriculum model specifically lends itself to assessment for learning. It encourages teachers to gradually put the responsibility of the learning in the hands of the learner themselves. Specific approaches to learning include 'Teaching Games for Understanding' and 'Sport Education'. The over-riding objective is to make each lesson personal to the student. The tasks, challenges and activities should be taking into account the current attainment and abilities of the learner(s) and then seek to guide them towards the next steps. The curriculum model and approaches to learning when used in tandem are impactful as the learner themselves begins to work out how to get to the next step. With that empowerment they are more likely to work out the step after that.

Assessment

The Trust assessment policy is central to support the 10:10 ethic which informs the ethos of all of the Trust's schools. Effective assessment allows students to know when and how they have done well, it identifies areas of weakness and supports students to know where they have got to improve. The school assessment system is entirely formative as all assessments are designed to be diagnostic for both the students and the teacher, designed to provide information on progress and provide feedback on areas for improvement as part of a feedback loop. The delivery of the curriculum in all subjects allows for a range of assessment activities including:

AfL – Assessment for Learning

AfL is critical to learning. Throughout each lesson students will be given opportunities test their understanding and give their teacher opportunities to identify issues and correct misunderstandings on the spot. All teachers utilise strategies to ensure they can assess whole class progress rapidly & target support within lessons. These strategies include the use of mini whiteboards, green pens (used to distinguish student self-marking /correction from that of the teacher), self-assessment, peer-assessment, circulation, live marking using a visualiser and various types of questioning.

Prep

Prep is designed to support learners to retain and retrieve information therefore strengthening long-term memory. Preps are short tasks, no longer than 15 minutes in length, set each lesson with a due date of the next timetabled lesson. This work is to be completed outside of the classroom (at home or in study club) and is designed to consolidate learning and prepare students for their next lesson.

Standardised assessments

These are longer tasks designed to provide students with a chance to applying work from several lessons. These may be done as homeworks or in class

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Quarterly assessments

Physical Education – Quarterly Assessment

	Year 9	Year 10	Year 11	Year 12	Year 13
Quarter 1		<p>Formal exam – light touch</p> <p>Marks and grades recorded on Go4Schools.</p> <p>Grade, on track and learning habit grades show on Go4Schools gradesheets/reports</p>	<p>Formal exam – light touch</p> <p>Cumulative content assessed with recency bias</p> <p>Marks and grades recorded on Go4Schools.</p> <p>Grade, on track and learning habit grades show on Go4Schools gradesheets/reports</p>	<p>Formal exam – light touch</p> <p>Marks and grades recorded on Go4Schools.</p> <p>Grade, on track and learning habit grades show on Go4Schools gradesheets/reports</p>	<p>Formal exam – light touch</p> <p>Cumulative content assessed with recency bias</p> <p>Marks and grades recorded on Go4Schools.</p> <p>Grade, on track and learning habit grades show on Go4Schools gradesheets/reports</p>
Quarter 2	<p>Formal exam – light touch</p> <p>Cumulative content assessed with recency bias</p> <p>Marks and grades recorded on Go4Schools.</p>	<p>Formal exam on all content covered</p> <p>Marks and grades recorded on Go4Schools.</p> <p>Practical Assessment mark also added to Go4Schools</p> <p>Grade, on track and learning habit grades show on</p>	<p>Full exam</p> <p>Marks and grades recorded on Go4Schools.</p> <p>Grade, on track and learning habit grades show on Go4Schools gradesheets/reports</p>	<p>Formal exam on all content covered</p> <p>Marks and grades recorded on Go4Schools.</p> <p>Grade, on track and learning habit grades show on</p>	<p>Full exam</p> <p>Marks and grades recorded on Go4Schools.</p> <p>Grade, on track and learning habit grades show on Go4Schools gradesheets/reports</p>

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	Grade, on track and learning habit grades show on Go4Schools gradesheets/reports	Go4Schools gradesheets/reports			
Quarter 3		<p>Formal exam – light touch</p> <p>Marks and grades recorded on Go4Schools.</p> <p>Grade, on track and learning habit grades show on Go4Schools gradesheets/reports</p>	<p>Full exam</p> <p>Marks and grades recorded on Go4Schools.</p> <p>Grade, on track and learning habit grades show on Go4Schools gradesheets/reports</p>	<p>Formal exam – light touch</p> <p>Marks and grades recorded on Go4Schools.</p> <p>Grade, on track and learning habit grades show on Go4Schools gradesheets/reports</p>	<p>Full exam</p> <p>Marks and grades recorded on Go4Schools.</p> <p>Grade, on track and learning habit grades show on Go4Schools gradesheets/reports</p>
Quarter 4	<p>Formal exam + Practical Assessment</p> <p>Cumulative content assessed with recency bias</p> <p>Marks and grades recorded on Go4Schools.</p> <p>Grade, on track and learning habit grades show on Go4Schools gradesheets/reports</p>	<p>Formal exam on all content covered</p> <p>Marks and grades recorded on Go4Schools.</p> <p>Practical Assessment mark also added to Go4Schools</p> <p>Grade, on track and learning habit grades show on</p>		<p>Formal exam on all content covered</p> <p>Marks and grades recorded on Go4Schools.</p> <p>Grade, on track and learning habit grades show on</p>	

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Feedback routines.

Students are given feedback throughout the school year so they can improve.

In lessons students will regularly use their mini whiteboards to show their answers and give teachers the opportunity to correct misconceptions. Teachers use a variety of questioning techniques such as no hands up questions, the use of thinking time (e.g. Pose-Pause-Pounce-Bounce), pair talk (e.g. Think-Pair-Share), No opt-out (e.g. reframing the question to the same pupil) and follow up questions (e.g. asking pupil to elaborate, or avoiding paraphrasing pupils- instead pushing for the 'best version' answer). This allows teachers to adapt teaching as necessary.

Formal assessments and Quarterly assessments will be followed by feedback and opportunities to re-check understanding. This will include time for the student to respond to their feedback, time for the teacher to immediately address any significant misconceptions/errors in student understanding, a follow up task or prep that allows students to build on the feedback given and time for students to update their progress tracker at the front of their books. In some cases students are met one-to-one to discuss current progress and strategies for moving forward. This is particularly encouraged in Q4 of Years 10 & 12.

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External examinations.

KS4 exam board:

AQA – GCSE

Paper 1: Exam (30%)

This assesses:

- Anatomy & Physiology
- Movement Analysis
- Physical Training
- Use of Data

Paper 2: Exam (30%)

This assesses:

- Sport Psychology
- Socio-Cultural Influences
- Health, Fitness and Wellbeing
- Use of Data

Non-Examined Assessment (40%)

This assesses:

- Performance in 3 practical sports
- Written coursework on analysis and evaluation of performance

Team Sports

Individual Sports

Acrobatic Gymnastics
Football
Badminton
Basketball
Cricket
Dance
Futsal
Gaelic Football
Volleyball

Handball
Hockey
Netball
Rowing
Rugby (League and Union)
Sailing
Sculling
Squash
Table Tennis
Tennis

Boxing
Athletics
Badminton
Kayaking
Cycling
Dance
Diving
Equestrian
Gold
Gymnastics
Rock Climbing

Sailing
Sculling
Skiing
Snowboarding
Squash
Swimming
Table Tennis
Tennis
Trampoline
Windsurfing

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BTEC – Edexcel

Unit 1: Physical Training (Exam)

This assesses:

- Types of fitness
- Types of training
- Heart rate and intensity

Unit 2: Training Programme (Coursework)

This assesses:

- Design a personal fitness programme
- Learn about the effects of exercise
- Implement and review the fitness programme

Unit 3: Practical Performance (Coursework)

This assesses:

- Knowledge of the rules and regulations of your sport
- Ability in the skills and tactics of your sport
- Analyse and review your performance

Unit 4: Sports Leadership (Coursework)

This assesses:

- Knowledge of attributes that make a successful sports coach
- Plan and lead a sports activity
- Review your planning and leading of a sports activity.

KS5 exam board:

OCR – A-Level

Applied Physiology and Anatomy – 30%

Joint movement and analysis
Muscular, cardiovascular and respiratory systems
Diet and Nutrition
Aerobic/Strength training
Biomechanics
Methods of training

Social and Cultural – 20%

Evolution of modern sport
Law and Order
Sport in the 21st Century
The Olympics
Commercialism and Media
Ethics and deviance in sport
Modern Technology

Psychology factors affecting sport – 20%

Skill Classification
Transfer of skills
Guidance and Feedback
Personality
Arousal/Stress/Anxiety
Leadership
Group Dynamics
Goal Setting
Aggression and Attitude

Practical Performance: EAPI – 30%

Practical Performance in one sport (15%)

Evaluation and Analysis (15%)

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Physical Education

Legal requirements:

The law requires that physical education is taught to all years and it is mandatory for all students (without specific reason) to attend. There is a minimum recommended allowance for PE in schools with is 120 minutes.