



## BRANNEL SCHOOL

### PROGRAMME OF STUDY FOR PHYSICAL EDUCATION

#### **Purpose of Study from the National Curriculum**

A high-quality physical education curriculum inspires all students to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for students to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

#### **Aims from the National Curriculum**

The national curriculum for physical education aims to ensure that all students:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

#### **Studying Physical Education at Brannel School**

Our aim is that students will become more physically competent, confident at developing relationships and understand and apply the long-term health benefits of physical activity. They will develop the confidence and interest to get involved in exercise, competitive sports and recreational activities out of school in the local community and continue to participate in physical activity later in life. Students will develop into well rounded individuals who will have developed during their time participating in Physical Education at Brannel School, the employability skills to succeed in life.

#### **Curriculum Provision for Physical Education at Brannel School**

Students at Brannel School study Physical Education during Key Stage 3 and 4. They receive the following number of 75 minutes sessions per fortnight during each cycle of the two week timetable.

Year	No of 75 minute lessons per fortnight
7	3
8	3
9	2
10	2
11	2

#### **Termly Programmes**

Students will take part in various activities throughout the academic year to develop their skills, knowledge and understanding in at least five of the following areas:

- Outwitting opponents
- Accurate replication

- Performing at maximum levels
- Identifying and solving problems
- Exercising safely and effectively
- Exploring and communicating ideas, concepts and emotions.

Students will be taught in blocks of 6 lessons on each activity and encouraged to attend extra-curricular clubs in specific activities. Students will be set on ability and taught in single gender classes.

<b>Year 7</b>	
Autumn Term	Accurate replication of actions in Gymnastics. Outwitting opponents in Netball, Rugby and Badminton/Table Tennis. Exploring and communicating ideas, concepts and emotions through Dance.
Spring Term	Exercising safely and effectively in Health Related Fitness. Outwitting opponents in Football and Hockey. Identifying and solving problems in Orienteering.
Summer Term	Performing at maximal levels using Athletics. Outwitting opponents in striking and fielding (Rounders/Softball and Cricket). Outwitting opponents using Tennis.
<b>Year 8</b>	
Autumn Term	Accurate replication of actions in Gymnastics. Outwitting opponents in Rugby, Netball, Volleyball and Badminton. Exploring and communicating ideas, concepts and emotions through Dance.
Spring Term	Exercising safely and effectively in Health Related Fitness. Outwitting opponents in Football and Hockey. Identifying and solving problems in Orienteering.
Summer Term	Performing at maximal levels using Athletics. Outwitting opponents in striking and fielding (Rounders/Softball and Cricket). Outwitting opponents using Tennis.
<b>Year 9</b>	
Autumn Term	Accurate replication of actions in Gymnastics. Outwitting opponents in Netball, Rugby and Badminton. Exploring and communicating ideas, concepts and emotions through Dance.
Spring Term	Exercising safely and effectively in Health Related Fitness. Outwitting opponents in Volleyball, Table Tennis, Hockey and Football.
Summer Term	Performing at maximal levels using Athletics. Outwitting opponents in striking and fielding (Rounders/Softball and Cricket). Outwitting opponents using Tennis.
<b>Year 10</b>	
Autumn Term	Exercising safely and effectively in Health Related Fitness (Aerobics, Zumba and Weight Training). Outwitting opponents in Football, Netball, Rugby and Volleyball.
Spring Term	Outwitting opponents in Football, Netball and Rounders/Table Tennis.
Summer Term	Outwitting opponents in striking and fielding (Rounders/Softball and Cricket). Outwitting opponents using Tennis. Outdoor Adventurous Activities (Mountain Biking and Surfing).
<b>Year 11</b>	
Autumn Term	Exercising safely and effectively in Health Related Fitness (Aerobics, Zumba and Weight Training). Outwitting opponents in Football, Netball, Rugby and Volleyball.
Spring Term	Outwitting opponents in Football, Netball and Rounders/Table Tennis.
Summer Term	Outwitting opponents in striking and fielding (Rounders/Softball and Cricket). Outwitting opponents using Tennis. Outdoor Adventurous Activities (Mountain Biking and Surfing).

## **Key Stage Four**

At KS4 students can opt to extend their core PE by studying the following:

### **AQA GCSE PE**

GCSE Physical Education provides students with the knowledge and understanding of how to live a healthy and active lifestyle, enabling them to make informed choices about their own physical development. Students can choose from a variety of roles and activities in which to participate in physical activity.

Students will learn how to analyse and evaluate performance and suggest effective plans for improvement.

This course has 60 per cent controlled assessment where students are assessed on their practical ability in four sports as a performer as well as in other roles such as a coach or organiser. The final 40 per cent is assessed by a 90 minute exam undertaken at the end of the course.

### **AQA Human Health and Physiology**

This specification enables students to learn about how the human body works, the structures that make it work and keep it healthy. GCSE Human Health and Physiology integrates the principles of 'How Science Works' throughout the two units in the areas of data, theories and explanations, practical and enquiry skills and communication skills.

Students build deeper knowledge of the life processes they have been studying through Key Stages 1-3: excretion, respiration, nutrition, sensitivity, growth, movement, and reproduction within a human health context. Content can be taught through practical and theory sessions to meet the needs of all learners.

The specification content is suitable for students of all abilities, whether they intend further study in science or not. It is designed to link to A-level Human Biology and opens the door to future careers in medicine, healthcare and other caring professions.

75% of the final grade is assessed by a 2 hour written paper and the final 25% is assessed by undertaking an Investigative Skills Assignment (ISA) and Practical Skills Assessment (PSA).

### **BTEC Level 2 First Certificate in Sport**

This specification is particularly suitable for students who wish to continue their studies in further education and for those who are interested in related career opportunities. Sport and leisure is a growing industry, with opportunities in practical areas such as coaching, instructing and leading outdoor and adventure activities, as well as in facility management and administration. The BTEC Level 2 First Certificate in Sport is designed to introduce learners to working in the sector or prepare them for further study. A lot of our students who have studied the course have moved onto study the Level 3 BTEC sport course at college.

Students will cover a number of topics throughout the two year course and will be taught through both practical and theoretical lessons. Students will be assessed by completing a range of assignments in different formats such as posters, written pieces of work and presentations. They will also be assessed on their knowledge and understanding by undertaking two external exams.

