Physical Education at Lord Lawson of Beamish Academy

What are the aims of the department?

Purpose of the subject

The physical education curriculum aims to inspire all pupils to succeed not only in competitive sport but in all physically demanding activities. It provides opportunities for all pupils to become physically confident in a way which supports their health and fitness. Opportunities are provided for students to compete in sport and other activities that build character and help to embed the academy values.

Aim of the subject

The KS3 curriculum for physical education aims to ensure that all pupils:

- 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.

Fundamental Knowledge and skills

Pupils will build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident, and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should 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.

What will my child study in years 7, 8 and 9

At KS3 pupils will be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby, and tennis]
- develop their technique and improve their performance in other competitive activities (Trampolining/Gymnastics and Athletics)
- perform dances using advanced dance techniques in a range of dance styles and forms (Dance)
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group (Orienteering)
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best (athletics and fitness)
- take part in competitive sports and activities outside school through community links or sports clubs

Please click on the links below to see the theme/topic/focus of the unit, a detailed overview of the fundamental knowledge and skills your child will develop in each unit of work

Year 7, Year 8, Year 9

What will my child study in years 10 and 11?

All KS4 students access two hours of core Physical education every two weeks.

In Key stage 4 students wishing to gain a qualification in Physical Education can choose it as one of their option subjects. Currently we offer OCR Cambridge National Sport Science and AQA GCSE Physical Education.

In Cambridge National Sport Science students are assessed in 3 units across two years. The two units in Year 10 are assessed as coursework with the final unit in Year 11 being assessed through an external exam.

In GCSE Physical Education students are taught 3 units in Year 10 (Paper 1) and an additional 3 units in Year 11 (Paper 2). Students sit two final exams at the end of year 11 to assess all 6 units. Students' practical ability is also evaluated through the Non-Examined Assessment (NEA).

Please click on the links below to see the focus of the unit, a detailed overview of the fundamental knowledge and skills your child will develop in each unit of work and the key vocabulary

Year 10
Year 11

What will my child study in years 12 and 13?

In Key stage 5 students can choose to study the AQA A-Level Physical Education. In A-level Physical Education students are taught 3 units in Year 12 (Paper 1) and an additional 3 units in Year 13 (Paper 2). Students sit two final exams at the end of year 13 to assess all 6 units. Students' practical ability is also evaluated through the Non-Examined Assessment (NEA). Please click on the links below to see the theme/topic/focus of the unit, a detailed overview of the fundamental knowledge and skills your child will develop in each unit of work and the key vocabulary

Year 12
Year 13

Year 7

	GAMES (TEAM/INDIVIDUAL)	TRAMPOLINING/GYMNASTICS	ORIENTEERING/PROBLEM SOLVING	FITNESS	ATHLETICS
Topic	Students are taught fundamental skills and knowledge in a variety of games-based activities including in Rugby: Passing (basic technique using both hands) Receiving (basic technique from different situations) Tackling (correct body position to tackle and be tackled) Running with the ball (positional awareness)	Students are taught fundamental skills in relation to gymnastics, apparatus, and trampolining. Including spotting, basic shapes, individual balances, partner balances, straight bounces, vaulting.	Students are taught fundamental skills and knowledge including: Orientating the map Pacing Judging distance Reading features	Students are taught fundamental skills and knowledge linked to the components of fitness and how they are measured. Speed, Agility, strength, power, Cardiovascular Endurance, Muscular Endurance, Balance, Flexibility, Reaction time and Co-ordination	Students are taught fundamental skills and knowledge linked to the three main types of events in athletics: track, jumps and throws.
Key vocabulary	Offside, Knock-on, Scrum, Ruck, Maul	Tuck, Pike, Straddle, aesthetically pleasing, balance, flexibility	Compass, bearing, contours, symbols, features, control points	Stork stand, Sit and Reach test, Cooper Run, Wall-Toss test, Illinois Agility test, Hand Grip Dynamometer	False start, stride length, cadence, body position

Year 8

	GAMES (TEAM/INDIVIDUAL)	TRAMPOLINING/ GYMNASTICS	ORIENTEERING/ PROBLEM SOLVING	FITNESS	ATHLETICS	DANCE
Topic	Students continue to develop their fundamental skills and knowledge with a focus on their application within a competitive situation. In Handball 1. Passing – shoulder, side wrist, bounce, feint (stationary and on the move). 2. Receiving – making a target (signalling), one/two handed catch – stationary and on the move, intercepting. 3. Shooting – standing, jump, hip. 4. Moving with the ball – dribbling/dodging.	Students continue to develop their fundamental skills and knowledge with a focus on: Jumps tucked/piked/straddle/straight/180° turn/others. 2. Rolls backwards/forwards Turns/overswings cartwheel/round off/forward or backward walkovers/ handspring Balances (handstand/headstand/arabesque)	Students continue to develop their fundamental skills and knowledge with a focus on working within a group to overcome a problem.	Students continue to develop their fundamental skills and knowledge with a focus on the principles of training and overload: Specificity Progressive Overload Reversibility Tedium Key principles of Overload: Frequency Intensity Type Time	Students continue to develop their fundamental skills and knowledge with a focus on improving their technique. Track: Arm action, leg action, start and finish Throws: Grip, stance, movement, follow through and recovery Jumps: Run-up, Flight, Landing	Students develop their fundamental skills and knowledge within a variety of styles of dance. Travel, locomotion, stepping and pathways. Balance (static and/or dynamic). Rotation, turning and weight transference. Jumps and elevations. Gestures and motifs.
Key vocabulary	Shoulder pass, targets, signalling, jump shot	Base of Support, Centre of Gravity, rotation, take-off, and landing	Leadership, communication, confidence, trust, respect	Circuit Training, Plyometrics, Boxercise, Weight training, Continuous training, Interval training, Fartlek training	Split stance, footwork, hitch kick, Fosbury flop, foot strike	Gestures, Motifs, elevation

Year 9

	GAMES	TRAMPOLINING/ GYMNASTICS	ORIENTEERING/ PROBLEM SOLVING	FITNESS	ATHLETICS	DANCE

Topic	Students continue to develop their fundamental skills and knowledge using a range of tactics and strategies to overcome opponents: In basketball: Positioning and formations. Decision-making (choosing the right skill for the situation Understanding main rules (travelling, double dribble, half-court).	Students continue to develop their fundamental skills and knowledge using a range of tactics and strategies to choreograph a routine that includes: Shapes Drops Twists Rotations/Twisting Advanced Rotations	Students continue to develop their fundamental skills and knowledge using a range of tactics and strategies	Students continue to develop their fundamental skills and knowledge to understand how to optimise training and prevent injury. Definition of traini ng threshold. Calculate the aerobic/anaerobic training zone: • calculate maximum heart rate (220 minus age) • calculate aerobic training zone (60–80% of maximal heart rate) • calculate anaerobic training zone (80– 90% of maximal heart rate). For circuit training, altering the time/rest/content of the circuit will determine the fitness aim.	Students continue to develop their fundamental skills and knowledge using a range of tactics and strategies. Analysing their performance and demonstrating improvements.	Students continue to develop their fundamental skills and knowledge to choreograph a routine that includes: Quality of technique, maintained for all chosen moves, even when they are linked together. Challenging moves consistently effective in their performance Few errors in technique Adaptive when linking moves together, maintaining fluency.
Key vocabulary	Forward, Guard, Full-court Press, Travel, double dribble, screen	Front drop, back drop, seat drop, half twist, swivel hips	Collaboration, empathy, self-motivation, active listening	Aerobic, Anaerobic, Training Threshold, Intensity, Heart rate, 1 rep max (1RM)	Personal best, split time, pace. Angle of release. Angle of take-off	Consistency, Fluency, Accuracy

Year 10 and 11 Core Physical Education

	GAMES (TEAM/INDIVIDUAL)	TRAMPOLINING/GYMNASTICS	ORIENTEERING/PROBLEM SOLVING	FITNESS
Topic	Participation in a range on individual and team games with a focus on: understanding how participation in physical activity, exercise and sport to health, wellbeing, and fitness, and how exercise can suit the varying needs of different people The consequences of a sedentary lifestyle Obesity and how it may affect performance in physical activity and sport	Participation in trampoline, apparatus, or floor with a focus on creating a routine. Providing an opportunity to develop personal skills and behaviours: Thinking rationally and imaginatively Being able to generate innovative ideas Being able to reflect, analyse, evaluate, and decide.	Participation in a variety of outdoor activities with a focus on understanding and working with others: Actively listening Speaking effectively Working with others to accomplish a task Understanding others perspective Encouraging others to achieve	Pupils will have the opportunity to participate in a range of several types of training: Circuit training Continuous training Fartlek training Interval training/high intensity interval training Static stretching Weight training Plyometric training
Key vocabulary	Mental, Social and Physical health Sedentary, Obesity	Innovation, Evaluation	Communication, Collaboration, Empathy, Motivating and influencing others.	Work: rest ratio, stations, constant state, safe practise, lifting technique, spotters

Year 10 and 11 AQA GCSE Physical Education

	Applied Anatomy and Physiology (Yr10)	Movement Analysis (Yr10)	Physical Training (Yr10)	Sport Psychology (Yr11)	Socio-cultural Influences (Yr11)	Health Fitness and Wellbeing (Yr11)
Topic	The Structure and function of the skeletal system. The structure and functions of the cardio-respiratory system Anaerobic and Aerobic Exercise The short and long-term effects of exercise.	The Lever system Planes and Axes of Movement	The relationship between health and fitness and the role that exercise plays in both The components of fitness The principles of training How to optimise training and prevent injury Effective use of warm-up and cool down	Classification of skills The use of goal-setting and SMART targets Basic Information Processing Guidance and Feedback on Performance Mental Preparation for performance	Engagement Patterns of different social groups Commercialisation of physical activity and sport Ethical and socio-cultural issues in physical activity and sport	Physical, emotional, and social health, fitness, and well-being The consequences of a sedentary lifestyle Energy use, diet, nutrition, and hydration
Key vocabulary	Cranium, vertebrae, scapula, ribs, sternum, radius, ulna, pelvis femur, patella, tibia, fibula, talus Deltoid, latissimus dorsi, rotator cuffs, pectorals, biceps, triceps, abdominals, hip flexors, gluteals, hamstrings,	Fulcrum, effort, load 1st class, 2nd class, 3rd class Mechanical Advantage Flexion/Extension Abduction/ Adduction Plantar Flexion/ Dorsiflexion Rotation Circumduction	Agility, Power, balance, Cardiovascular endurance, coordination, flexibility, muscular endurance, strength, reaction time, speed Specificity, progressive overload, reversibility, tedium Frequency, Intensity, type, and time	Basic/Complex skills, Gross/Fines skills, Performance goals, Input, feedback, output Visual, verbal, manual and mechanical guidance Inverted-U Theory	Gender, race, religion, ethnicity Attitudes, Role models, accessibility, media coverage, stereotyping Sponsorship, media Etiquette, sportsmanship, gamesmanship EPO, stimulants, blood doping	Obesity, heart disease, hypertension, diabetes Endomorph, mesomorph, ectomorph Calorie Expenditure, diet, protein, carbohydrate, fat, vitamins, minerals, hydration

	quadriceps, gastrocnemius, tibialis anterior	Frontal/ Transverse/ sagittal plane Longitudinal/ Transverse/ Sagittal Axes				

Year 10 and 11 OCR Cambridge National

	R181 Applying the principles of Training (Coursework)	R183 Nutrition and Sports Performance (Coursework)	R180 Reducing the risk of Sports Injury (External Exam)
Topic	By completing this unit, students will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. They will also learn how to design, plan, and evaluate a fitness training programme. They will then interpret the data collected from these fitness tests and learn how best to feed this back. Topics include Components of fitness applied in sport, Principles of training in sport Organising and planning a fitness training programme, Evaluate own performance in planning and delivery of a fitness training programme.	By completing this unit students will gain understanding of healthy, balanced nutrition. They will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge they gain will be used to produce an appropriate, effective nutrition plan for a performer. Topics include Nutrients needed for a healthy, balanced nutrition plan, applying differing dietary requirements to varying types of sporting activity, developing a balanced nutrition plan for a selected sporting activity, how nutritional behaviours can be managed to improve sports performance.	By completing this unit students will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare them to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions. Topics include Different factors which influence the risk and severity of injury, Warm up and cool down routines, several types and causes of sports injuries, Reducing risk, treatment and rehabilitation of sports injuries and medical conditions, Causes, symptoms, and treatment of medical conditions.
Key vocabulary	Cardiovascular endurance/ stamina, Muscular endurance, Speed, Strength, Power, Agility, Balance, Flexibility, Coordination, Reaction time	Carbohydrates, Fats, Proteins, Fibre, Water, Vitamins, and minerals	Acute injuries, strains, sprains, fractures, dislocations, concussions, Chronic injuries, tendonitis, epicondylitis, shin splints, stress fractures

Year 12 and 13 AQA A-level Physical Education

	Applied Anatomy and Physiology (Yr12)	Skill Acquisition (Yr12)	Sport in Society (Yr12)	Exercise Physiology and Biomechanics (Yr13)	Sport Psychology (Yr13)	Sport and Society and Technology in Sport (Yr13)
Topic	Understanding of the impact of physical activity and sport on the health and fitness of the individual. Understanding of lung volumes and the impact of and on physical activity and sport. Characteristics and functions of different muscle fibre types for a variety of sporting activities. Types of joint, articulating bones, main agonists and antagonists, types of muscle contraction. Energy transfer in the body.	Characteristics of skill. Methods of presenting practice. Stages of learning and how feedback differs between the various stages of learning. Methods of guidance. General Information processing model. Application of Whiting's information processing model to a range of sporting contexts	Characteristics of society and impact on sporting recreation. Characteristics and impact on sport (limited to development of association football, lawn tennis, rationalisation of track and field events and the role of the Wenlock Olympian Games). Characteristics and impact of the Golden Triangle (limited to development of association football, tennis, and athletics).	Principles of training. Understanding different methods used in injury prevention, rehabilitation, and recovery. Newton's Three Laws of linear motion applied to sporting movements. An understanding of the forces acting on a performer during linear motion Application of Newton's laws to angular motion. Factors affecting horizontal displacement of projectiles.	Understanding of the nature vs nurture debate in the development of personality. Practical applications of theories of arousal and their impact on performance. Types of Anxiety Theories of aggression. Motivation. Social facilitation and inhibition. Group formation. Benefits of types of goal setting. Attribution process.	The characteristics and functions of key concepts and how they create the base of the sporting development continuum. The generic roles, purpose, and the relationship between organisations in providing support and progression from talent identification through to elite performance. Understanding of the key terms relating to ethics in sport. The causes and implications of violence in sport.

		Schmidt's schema theory		Factors that reduce and increase drag and their application to sporting situations.	Characteristics of self-efficacy, self-confidence, and self-esteem.	The social and psychological reasons behind elite performers using illegal drugs and doping methods to aid performance.
Key vocabulary	Anticipatory rise. Redistribution of blood (vascular shunting vasoconstriction, vasodilation). Cardiac conduction system. Sympathetic and parasympathetic. Carbon dioxide	Open – closed. Discrete – serial – continuous. Gross – fine. Self-paced – externally paced. High – low. Simple – complex. Massed. Distributed. Variable. Mental practice.	Two-tier class system. Rural Limited communication/technology/transport Widespread illiteracy Harsh lifestyle Industrial Revolution. Urbanisation. Transport and communication. The British Empire. Provision through factories.	Specificity, progressive overload, reversibility, recovery, Frequency Intensity Time Type of Training (FITT) principles proprioceptive training, strength training, hyperbaric chambers, cryotherapy, hydrotherapy Height of centre of mass, area of base of support, position of line	Trait, social learning. Drive theory, inverted U theory, catastrophe theory and zone of optimal functioning theory Somatic, cognitive, competitive trait and competitive state. Instinct theory, frustration-aggression hypothesis, social learning theory and	Physical recreation. Sport. Physical education. School sport. National Governing Bodies. National Institutes of Sport. UK Sport. Amateurism, the Olympic Oath, sportsmanship, gamesmanship, win ethic Erythropoietin (EPO). Anabolic steroids. Beta blockers.

				of gravity and body mass.	aggressive cue theory.	