

COMMON ASSESSED ENDPOINTS IN PE

YEAR 7

GYMNASTICS

In small groups explore and create a short rhythmic gymnastics sequence. Groups should consider basic gymnastic principles such as locomotion, balance, levels and extension.

DANCE

In small groups choreograph and perform a short routine in the style of the Charleston, using a range of basic choreographic principles to develop movement.

NETBALL

In a small-sided version of netball (4 v 4, 5 v 5, or endball) pupils should maintain possession of the ball while adhering to the basic rules of the game (obstruction, footwork, contact, footwork rule).

FOOTBALL

In a small-sided version of football (5 v 5, 7 v 7) pupils should aim to keep possession of the ball using basic passing technique, ball mastery skills and movement into space.

TENNIS

In a small-sided rally (1v1, 2v2) pupils should aim to keep the ball in the court using basic forehand and backhand technique.

YEAR 8

NETBALL

In a full-sided version of the game pupils plan for effective team play, applying basic tactics and strategies. Pupils work in teams to outwit their opponents while adhering to the basic rules of the game (obstruction, footwork, contact, footwork rule).

GYMNASTICS

In small groups explore and create a short sports acrobatics gymnastics sequence with a minimum of 5 contact balances. Groups should consider key gymnastic principles such as locomotion, unison/canon, lifts, floor patterns, levels and extension.

DANCE

In small groups choreograph and perform a short routine in the style of Bollywood, using a range of key choreographic principles such as basic formations, timing, levels and gesture.

FOOTBALL

In a small-sided version of football (5 v 5, 7 v 7, 9 v 9) pupils will focus on developing team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. In football the main target is to invade your opponents' half and to outwit them so that you can score goals.

TENNIS

In a small-sided rally (1v1, 2v2) pupils should aim to win points by outwitting their opponents (within the rules of tennis) using basic forehand, backhand and volley technique.

YEAR Y9

NETBALL

In a full-sided version of the game pupils plan for effective team play, applying more advanced tactics and strategies. Pupils work in groups to design and implement ways of outwitting their opponents. They put them into operation, analyse their effectiveness, and adapt them as needed.

DANCE

In groups choreograph and perform a dance routine in the style of Jazz (with props), using a range of choreographic principles to develop movement. Consider musicality, more complex formations and gesture throughout the piece to enhance performance quality.

ROUNDERS

As a small group, pupils organise, prepare and take part in a rounders competition. Groups make a plan of action which develops skills, tactics and fitness to prepare fully for the competition. They put into operation, analyse their effectiveness, and adapt them as needed.

TRAMPOLINING

To perform a 10 bounce routine that accurately replicates basic trampolining moves. Pupils should focus on performing the routine using good form.

FOOTBALL

In a small-sided version of football (5 v 5, 7 v 7, 9 v 9) pupils plan for effective team play, applying more advanced tactics and strategies. Pupils work in teams to design and implement ways of outwitting their opponents. They put them into operation, analyse their effectiveness, and adapt them as needed.

TENNIS

In a small-sided rally (1v1, 2v2) pupils should aim to win points by outwitting their opponents (within the rules of tennis) using basic forehand, backhand, volley and serving technique.

EXAMINATION BASED PE COURSES

GCSE, AS & A2 PE THEORY

Pupils will undertake a minimum of 6 topic based tests plus a mock examination each year. Test/exam results will be entered onto SIMS and each test will be marked and a 'feedforward' sheet completed to help pupils improve their performance.

3 x review points for practical activities per year (Christmas, Easter & summer). Post PE trip pupils focus on either netball or trampolining or a combination of the 2.

*Y10 & Y11 core PE lessons have no common assessed endpoints-The department operates an options based approach to core PE at KS4 where pupils select from a wide range of team, individual and fitness related activities each term. Statistically this is the age that pupils drop out of most sporting/physical activities and as a result of pupil voice we have designed the KS4 PE curriculum to 'buck this trend'. Through pupil voice students identified 3 keys strands of a successful and engaging KS4 PE curriculum:

1. Fun and enjoyment with less emphasis on directed teaching drills & skills. More emphasis on playing the game.
2. Choice-ability to choose activities that suit their individual needs (team games, individual sports, fitness activities).
3. Music-playing sporting activities while listening to music.

Case Study

Backed by Sport England, Badminton England has recently developed a new programme called 'Smash Up' badminton. The programme uses extensive research from across many secondary schools and involves 16 high energy, interactive court activities which place the emphasis on fun and the social benefits of sport rather than formal skills development traditionally provided by coached clubs or PE lessons. With in-session music, court branding, no dress code and no formal coaching, SmashUp! sessions are a fully inclusive way for Key Stage 4 pupils of all physical ability to take a fresh look at badminton and make it a lifestyle choice.