

Introduction

At Dixons Fazakerley Academy, we aim to communicate with clarity and transparency. This document, therefore, aims to offer an overview of all aspects of the PE curriculum so that staff feel confident and comfortable with the sequencing of our curriculum. This will, ultimately, support physical education students to make exceptional progress throughout the course of their studies.

Overview of the curriculum

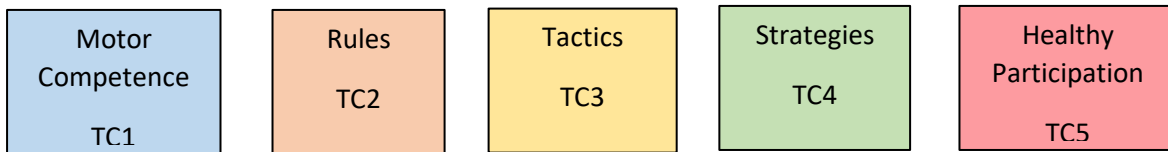
All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, from core PE in Years 7-9 to our course in Year 10 and Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

	Cycle 1	Cycle 2	Cycle 3
Year 7	Football Netball Badminton Gymnastics	Rugby Football Netball Badminton Gymnastics Hockey Basketball	Hockey Basketball Athletics Cricket Rounders
Year 8	Football Netball Badminton Gymnastics	Rugby Football Netball Badminton Gymnastics Hockey Basketball	Hockey Basketball Athletics Cricket Rounders
Year 9	Football Netball Badminton Gymnastics	Rugby Badminton Football Table tennis	Hockey Basketball Athletics Cricket Rounders
Year 10	Netball Badminton Football Table tennis	Rugby Badminton Football Table tennis	Athletics / Rounders Cricket
Year 11	Netball Badminton Football Table tennis	Rugby Badminton Football Table tennis	Athletics / Rounders Cricket

Threshold concepts

Curriculum Overview: physical Education

Within our curriculum design, we have carefully considered how to sequence and interleave the threshold concepts within our subjects so that students are able to build and develop secure schema over time. The table below shows how we have mapped our threshold concepts throughout our Physical Education curriculum.



Mapping powerful knowledge in Physical Education

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the powerful knowledge children will learn in this particular subject, from Year 7 through to Year 11.

	YEAR 7 Knowledge to be gained at each stage*		
	Cycle 1	Cycle 2	Cycle 3
Substantive knowledge introduced (what is new)	<p>Football Dribbling, ball control, short & long passing, shooting, tackling, marking</p> <p>Netball Footwork, passing, catching, shooting, marking, positions</p> <p>Badminton Footwork, grip, serving, rallying, overhead clear</p> <p>Gymnastics Travelling- Rolls, jumps, leaps, twists, cartwheel, round off, squat, handspring</p>	<p>Rugby Handling & carrying, passing, tackling, playing the ball in contact, beating opponents, try scoring</p> <p>Football Dribbling, ball control, short & long passing, shooting, tackling, marking</p> <p>Netball Footwork, passing, catching, shooting, marking, positions</p> <p>Badminton Footwork, grip, serving, rallying, overhead clear</p> <p>Gymnastics Travelling- Rolls, jumps, leaps, twists, cartwheel, round off, squat, handspring</p> <p>Fitness – methods of training RHR- MHR Aerobic/anaerobic training zones Flexibility; Speed; Muscular Strength; Body Composition. Agility; Balance; Co-ordination; Power; Reaction Time.</p> <p>Basketball Dribbling, ball control, short & long passing, shooting, tackling, marking</p> <p>Hockey Footwork, passing, catching, shooting, marking, positions</p> <p>Hockey</p>	<p>Fitness – methods of training RHR- MHR Aerobic/anaerobic training zones Flexibility; Speed; Muscular Strength; Body Composition. Agility; Balance; Co-ordination; Power; Reaction Time.</p> <p>Team building communication, cooperation, trust, and collaboration among students through physical challenges and activities</p> <p>Athletics 75m technique, long distance technique, , shot technique, javelin technique, relay technique</p> <p>Cricket Stopping and throwing, catching, front foot drives, cut and pull, bowling action, bowling line and length</p> <p>Rounders Stopping and throwing, catching, forehand batting, backhand batting, bowling action, bowling type</p>
Substantive knowledge revisited & embedded (what are they building on)	<p>Ks2- build on knowledge from small sided modified games Being able to perform specific actions, balances and movements. Apply basic principles for attacking and defending</p>	<p>Developing motor competences - Tactics within a team game e.g. strategies for attacking and defending -</p>	<p>Development of specific skills • Running, jumping, throwing and catching</p>
CEAIG	coaching, sports management, sports journalism	Recreation director	Sports medicine physician
Disciplinary knowledge introduced, revisited & embedded	Developing fundamental movement skills Knowledge of how the body responds to exercise Students will be taught to apply their motor competence using difference strategies and tactics through improving their decision making during conditioned and competitive practices.		

	YEAR 8 Knowledge to be gained at each stage*		
	Cycle 1	Cycle 2	Cycle 3
Substantive knowledge introduced	<p>Football Dribbling to beat opposition, chest & thigh control, non-dominant passing, volleying, jockeying, marking off the ball</p> <p>Netball Footwork, mid distance passing, catching on the move, shooting (stepping), shadowing, interception, positions</p> <p>Badminton Gaining an advantage whilst serving , Footwork, grip, serving, rallying, overhead clear clear, 1v1</p> <p>Gymnastics Balance individual partner, 3's , groups linking actions together . evaluating performance</p>	<p>Rugby Rugby – refining passing and handling skills, passing under pressured conditions, 4v2 situations, development of tackling technique, kicking</p> <p>Football Dribbling to beat opposition, chest & thigh control, non-dominant passing, volleying, jockeying, marking off the ball</p> <p>Netball Footwork, mid distance passing, catching on the move, shooting (stepping), shadowing, interception, positions</p> <p>Badminton Gaining an advantage whilst serving , Footwork, grip, serving, rallying, overhead clear clear, 1v1</p> <p>Gymnastics Balance individual partner, 3's , groups linking actions together . evaluating performance</p> <p>Hockey Dribbling to beat opposition,reverse stopl, Indian dribble hooting , marking off the ball</p> <p>Basketball Footwork, mid distance passing, catching on the move, shooting (stepping), shadowing, interception, positions layup</p>	<p>Hockey Dribbling to beat opposition,reverse stopl, Indian dribble hooting , marking off the ball</p> <p>Basketball Footwork, mid distance passing, catching on the move, shooting (stepping), shadowing, interception, positions layup</p> <p>Athletics 100 metres, 200m technique, pacing, , slide technique, rotational throw, stepping technique</p> <p>Cricket Run outs, wicket keeping, back foot drives, hook and sweep, bowling variations, varying line and length</p> <p>Rounders-rules and tactics . types of bowls. placing fielding. Placing the ball . increase distance of throws and catches .</p>
Substantive knowledge revisited & embedded	<p>Build on knowledge from small sided modified games Being able to perform specific actions, balances and movements. Apply basic principles for attacking and defending</p>	<p>Developing motor competences - Tactics within a team game e.g. strategies for attacking and defending</p>	<p>Development of specific skills • Running, jumping, throwing and catching</p>
CEAIG	Exercise physiologist	Personal trainer or fitness instructor	PE Teacher
Disciplinary knowledge introduced, revisited & embedded	<p>Motor competence is still the main factor in how students are assessed. As the main focus is to develop their FMS. Students will be taught to apply their motor competence using difference strategies and tactics through improving their decision making during conditioned and competitive practices. Staff will take into account students decision making when in individually in possession in a team game and when striking in net sports.</p>		

	YEAR 9 Knowledge to be gained at each stage*		
	Cycle 1	Cycle 2	Cycle 3
Substantive knowledge introduced	<p>Football When to dribble, attacking principles, when to pass, when to shoot, when to tackle, defensive principles</p> <p>Netball When to pass, which pass to make, attacking tactics, when to shoot, defensive tactics, set pieces</p> <p>Gymnastics Flight Handstand. Dive forward rolls use of springboard and equipment /on and off equipment showing tension and control.</p> <p>Badminton Recovery between shot/tournament play/doubles play Footwork, grip, serving, rallying, overhead clear</p>	<p>Rugby – refining passing and handling skills, passing under pressured conditions, 4v2 situations, development of tackling technique, kicking</p> <p>Football When to dribble, attacking principles, when to pass, when to shoot, when to tackle, defensive principles</p> <p>Netball When to pass, which pass to make, attacking tactics, when to shoot, defensive tactics, set pieces</p> <p>Gymnastics Flight Handstand. Dive forward rolls use of springboard and equipment /on and off equipment showing tension and control.</p> <p>Badminton Recovery between shot/tournament play/doubles play Footwork, grip, serving, rallying, overhead clear</p> <p>Hockey When to dribble, attacking principles, when to pass, when to shoot, when to tackle, defensive principles</p> <p>Basketball When to pass, which pass to make, attacking tactics, when to shoot, defensive tactics, set pieces</p>	<p>Hockey When to dribble, attacking principles, when to pass, when to shoot, when to tackle, defensive principles</p> <p>Basketball When to pass, which pass to make, attacking tactics, when to shoot, defensive tactics, set pieces</p> <p>Athletics / fitness Rules and tactics of all track and field events. Sprints , jumps and throws. Improving technique and performance</p> <p>Cricket Attacking fielding tactics, defensive fielding tactics, shot selection, shot selection, bowling tactics, rules and strategies</p>
Substantive knowledge revisited & embedded	Fundamental skills and techniques: For each sport, students should learn basic techniques, strategies and movements, and how to apply them in game situations.	Physical condition and fitness: Students should develop physical fitness through the incorporation of drills, exercises, and training specific to the different sports.	Develop the physical, mental, and ethical skills of students, while encouraging inclusivity and love for sports.
CEAIG	coaching, sports management, sports journalism	biomedical engineering,	physical therapist
Disciplinary knowledge introduced, revisited & embedded	<p>Rules and regulations of the game</p> <p>Basic gymnastic skills such as handstands, cartwheels, and rolls</p> <ul style="list-style-type: none"> - Apparatus work such as vault, bars, and beam - Routines and choreography - Positional play and strategies Basic techniques and skills such as dribbling, passing, shooting, and tackling - Offensive and defensive strategies - Positional play and roles Singles and doubles play - Fitness and conditioning specific to badminton 		

	YEAR 10 Knowledge to be gained at each stage*		
	Cycle 1	Cycle 2	Cycle 3
Substantive knowledge introduced	Football Dribbling, ball control, short & long passing, shooting, tackling, marking Netball Footwork, passing, catching, shooting, marking, positions Badminton Footwork, grip, serving, rallying, overhead clear Table tennis- grip forehand/backhand/top spin/drop shot/rallying Table tennis - grip forehand/backhand/top spin/drop shot/rallying	Football Dribbling, ball control, short & long passing, shooting, tackling, marking Badminton Footwork, grip, serving, rallying, overhead clear Table tennis - grip forehand/backhand/top spin/drop shot/rallying	Athletics / fitness Rules and tactics of all track and field events. Sprints , jumps and throws. Improving technique and performance Cricket Attacking fielding tactics, defensive fielding tactics, shot selection, shot selection, bowling tactics, rules and strategies
Substantive knowledge revisited & embedded	Fundamental skills and techniques: For each sport, students should learn basic techniques, strategies and movements, and how to apply them in game situations.	Physical condition and fitness: Students should develop physical fitness through the incorporation of drills, exercises, and training specific to the different sports.	Develop the physical, mental, and ethical skills of students, while encouraging inclusivity and love for sports.
CEAIG	Physical education teacher or coach in schools or organizations	nutritionist,	sports psychologist,.
Disciplinary knowledge introduced, revisited & embedded	Rules and regulations of the game - Basic techniques and skills such as passing, catching, shooting and footwork - Positional play and strategies Basic techniques and skills such as dribbling, passing, shooting, and tackling - Offensive and defensive strategies - Positional play and roles Singles and doubles play - Fitness and conditioning specific to badminton		

	YEAR 11 Knowledge to be gained at each stage*		
	Cycle 1	Cycle 2	Cycle 3
Substantive knowledge introduced	Football Dribbling, ball control, short & long passing, shooting, tackling, marking Netball Footwork, passing, catching, shooting, marking, positions Badminton Footwork, grip, serving, rallying, overhead clear Table tennis - grip forehand/backhand/top spin/drop shot/rallying	Football Dribbling, ball control, short & long passing, shooting, tackling, marking Badminton Footwork, grip, serving, rallying, overhead clear Table tennis- grip forehand/backhand/top spin/drop shot/rallying	FAthletics / fitness Rules and tactics of all track and field events. Sprints , jumps and throws. Improving technique and performance Cricket Attacking fielding tactics, defensive fielding tactics, shot selection, shot selection, bowling tactics, rules and strategies
Substantive knowledge revisited & embedded	Fundamental skills and techniques: For each sport, students should learn basic techniques, strategies and movements, and how to apply them in game situations.	Physical condition and fitness: Students should develop physical fitness through the incorporation of drills, exercises, and training specific to the different sports.	Develop the physical, mental, and ethical skills of students, while encouraging inclusivity and love for sports.
CEAIG	Event manager or coordinator for sports events or competitions	coaching, sports management,	
Disciplinary knowledge introduced, revisited & embedded	Rules and regulations of the game - Basic techniques and skills such as passing, catching, shooting and footwork - Positional play and strategies Basic techniques and skills such as dribbling, passing, shooting, and tackling - Offensive and defensive strategies - Positional play and roles Singles and doubles play - Fitness and conditioning specific to badminton		

*A powerful, knowledge-rich curriculum teaches both substantive knowledge (the academic content for a particular subject) and disciplinary knowledge (application of knowledge required for each academic domain).

Curriculum Overview: physical Education



Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.