



PE and Dance curriculum overview KS3

PE/Dance Curriculum Overview – Year 7, 8 & 9 Boys (KS3)

Topic	HT1/2 Induction/ Football	HT1/2Badminton	HT2 Handball/Badminton	HT3Basketball	HT3 OAA	HT4 Table Tennis
Length of topic (in weeks)	4	4	4	4	4	3
Links to National Curriculum	<ul style="list-style-type: none"> -- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games - Develop their technique and improve their performance in other competitive sports - Perform dances using advanced dance techniques within a range of dance styles and forms - 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 - Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best - (Primary linked curriculum cover gymnastics, netball, football, badminton, athletics, OAA, dance) 					
Assessment Task(s)	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Strategies/Tactics	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Rules and Regulations	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Strategies/Tactics	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Safety procedures	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Communication	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Communication
Key Knowledge	Demonstration of core and advanced skills (see SOW). Ability to control the quality of the skills. Demonstration of appropriate levels of physical fitness and psychological control. Selects and applies correct tactics/strategies.					
Key Skills	Teamwork Positioning Knowledge of rules Decision making	Knowledge of rules Decision making Shot selection	Teamwork, Positioning Knowledge of rules Decision making	Health and safety Technique	Communication Decision making Technique	Teamwork Communication Knowledge of rules Decision making Technique

PE/Dance Curriculum Overview – Year 7, 8 & 9 Boys (KS3)

Topic	HT4 Fitness	HT5 Athletics	HT5 Gymnastics/Trampolining	HT6 Cricket/Rugby	
Length of topic (in weeks)	3	3	3	3/3	
Links to National Curriculum	<ul style="list-style-type: none"> -- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games - Develop their technique and improve their performance in other competitive sports - Perform dances using advanced dance techniques within a range of dance styles and forms - 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 - Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best 				
Assessment Task(s)	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Strengths/weaknesses	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Rules and Regulations	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Strategies/Tactics	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Safety procedures	
Key Knowledge	Demonstration of core and advanced skills (see SOW). Ability to control the quality of the skills. Demonstration of appropriate levels of physical fitness and psychological control. Selects and applies correct tactics/strategies.				
Key Skills	Health and safety Skill application Knowledge of rules	Knowledge of rules Health and safety Technique	Teamwork, Positioning Knowledge of rules Decision making	Health and safety Technique Decision making	

PE/Dance Curriculum Overview – Year 7 & 8 Girls (KS3)

Topic	HT1 induction/Netball	HT 2 Dance/Fitness	HT 2 Fitness/Dance	HT3 Gymnastics/OAA	HT3 OAA/Gymnastics	HT4 Badminton
Length of topic (in weeks)	6	4	4	3	3	3
Links to National Curriculum	<ul style="list-style-type: none"> - Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games - Develop their technique and improve their performance in other competitive sports - Perform dances using advanced dance techniques within a range of dance styles and forms - 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 - Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best— - (Primary linked curriculum cover gymnastics, netball, football, badminton, athletics, OAA, dance) 					
Assessment Task(s)	Formal Assessment of AF 1. Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Strategies/Tactics	Formal Assessment of AF 1. Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Strengths & weaknesses	Formal Assessment of AF 1. Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Safety procedures	Formal Assessment of AF 1. Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Rules and Regulations	Formal Assessment of AF 1. Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Communication	Formal Assessment of AF 1. Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Rules and regulations
Key Knowledge	Demonstration of core and advanced skills (see specification and SOW). Ability to control the quality of the skills. Demonstration of appropriate levels of physical fitness and psychological control. Selection and application of correct tactics/strategies.					
Key Skills	Teamwork Positioning Knowledge of rules Decision making	Creativity Control Rhythm Timing Aesthetics	Health and safety Technique	Health and safety Technique Creativity	Communication Decision making Technique	Knowledge of rules Decision making Technique

PE/Dance Curriculum Overview – Year 7/8 Girls (KS3)

Topic	HT4 Badminton/Handball	HT5 Netball Leaders	HT5 Athletics	HT6 Rounders	HT6 Dance option	
Length of topic (in weeks)	3	3	3	3	3	
Links to National Curriculum	<ul style="list-style-type: none">- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games- Develop their technique and improve their performance in other competitive sports- 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- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best--- (Primary linked curriculum cover gymnastics, netball, football, badminton, athletics, OAA, dance)					
Assessment Task(s)	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Strategies/Tactics	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Rules and Regulations	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Safety procedures	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Rules and Regulations	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Strengths & weaknesses	
Key Knowledge	Demonstration of core and advanced skills (see specification and SOW). Ability to control the quality of the skills. Demonstration of appropriate levels of physical fitness and psychological control. Selection and application of correct tactics/strategies.					
Key Skills	Teamwork Positioning Knowledge of rules Decision making	Knowledge of rules Decision making Shot selection	Health and safety Technique	Health and Safety Technique. Decision making	Decision making Technique Creativity	

PE/Dance Curriculum Overview – Year 9 Girls (KS3)

Topic	HT1 induction/Netball	HT 2 Badminton	HT 2 Fitness training methods	HT2 Football	HT3 Handball	HT3 Gymnastics
Length of topic (in weeks)	6	4	4	3	3	3
Links to National Curriculum	<ul style="list-style-type: none"> - Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games - Develop their technique and improve their performance in other competitive sports - Perform dances using advanced dance techniques within a range of dance styles and forms - 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 - Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best — - (Primary linked curriculum cover gymnastics, netball, football, badminton, athletics, OAA, dance) 					
Assessment Task(s)	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Strategies/Tactics	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Strengths & weaknesses	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Safety procedures	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Rules and Regulations	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Communication	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Rules and regulations
Key Knowledge	Demonstration of core and advanced skills (see specification and SOW). Ability to control the quality of the skills. Demonstration of appropriate levels of physical fitness and psychological control. Selection and application of correct tactics/strategies.					
Key Skills	Teamwork Positioning Knowledge of rules Decision making	Communication Decision making Technique	Health and safety Technique	Technique Rules and regulations	Communication Decision making Technique	Knowledge of rules Decision making Technique

PE/Dance Curriculum Overview – Year 9 Girls (KS3)

Topic	HT4 Netball leaders	HT 4 Basketball	HT 5 Athletics/option	HT5 Athletics/option	HT6 Rounders	
Length of topic (in weeks)	3	3	3	3	6	
Links to National Curriculum	<ul style="list-style-type: none"> - Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games - Develop their technique and improve their performance in other competitive sports - Perform dances using advanced dance techniques within a range of dance styles and forms - 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 - Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best— - (Primary linked curriculum cover gymnastics, netball, football, badminton, athletics, OAA, dance) 					
Assessment Task(s)	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Strategies/Tactics	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Strengths & weaknesses	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Safety procedures	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Rules and Regulations	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Communication	
Key Knowledge	Demonstration of core and advanced skills (see specification and SOW). Ability to control the quality of the skills. Demonstration of appropriate levels of physical fitness and psychological control. Selection and application of correct tactics/strategies.					
Key Skills	Teamwork Positioning Knowledge of rules Decision making	Teamwork Positioning Knowledge of rules Decision making	Health and safety Technique	Health and safety Technique	Communication Decision making Technique	

PE/Dance curriculum overview – Year 9 (KS3)

	Year 9 Performance Fitness	Year 9 Choreography/ Performance	Year 9 PE Performance – Choreography	Year 9 Dance Leaders	Year 9 PE Performance – Gymnastics/Badminton	Year 9 PE Performance – Rounders/Critical Appreciation
Length of topic (in weeks)	HT1 - Fitness 6 weeks	HT2 – Musical Theatre/Cyberbullying 7 weeks	HT3 – Choreography skills	HT4 - Dance Leadership	HT5 – Gymnastic/Badminton performance skills	HT6 – Rounders/Critical Appreciation (option)
Links to National Curriculum	-analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best	-perform dances using advanced dance techniques within a range of dance styles and -analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best	-perform dances using advanced dance techniques within a range of dance styles and -analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best	Dance leaders unit (sports leaders UK) -take part in 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	-use a range of tactics and strategies to overcome opponents in direct competition through team and individual games -develop their technique and improve their performance in other competitive sports	-use a range of tactics and strategies to overcome opponents in direct competition through team and individual games -develop their technique and improve their performance in other competitive sports
Assessment Task(s)	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Communication	1.Creative choreography – space and relationships. Stage criteria Weekly teacher assessment 2.End of unit performance task Stage criteria Video use to link to GCSE confidence Weekly teacher assessment	1.Creative choreography – Stimulus development actions/dynamics/space/dynamic s Weekly teacher assessment	Deliver warm up and short choreography phrase to Year 7/primary Weekly teacher assessment	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Communication	Formal Assessment of AF 1.Range of skills 2. Quality of skills 3. Physical attributes 4. Decision making 5. Communication
Key Knowledge	Demonstration of core and advanced skills (see specification and SOW). Ability to control the quality of the skills. Demonstration of appropriate levels of physical fitness and psychological control. Selection and application of correct tactics/strategies.	1.Action, Dynamics, Space, Relationships. Processes-researching, generating, selecting, developing, refining and synthesising. 2.Physical skills and attributes Technical skills and attributes Expressive skills and attributes Mental skills and attributes	1.Action, Dynamics, Space, Relationships. Processes-researching, generating, selecting, developing, refining and synthesising. 2.Physical skills and attributes Technical skills and attributes	- How to warm up and cool down in dance. - How to create a motif in dance - -How to deliver a dance	Demonstration of core and advanced skills (see specification and SOW). Ability to control the quality of the skills. Demonstration of appropriate levels of physical fitness and psychological control. Selection and application of correct tactics/strategies.	Demonstration of core and advanced skills (see specification and SOW). Ability to control the quality of the skills. Demonstration of appropriate levels of physical fitness and psychological control. Selection and application of correct tactics/strategies.
Key Skills	Teamwork Communication Knowledge of rules Decision making Technique	-creative and imaginative response to range of stimuli -use of imagination, problem solving, creativity and synthesis of ideas application of knowledge, skills and	-creative and imaginative response to range of stimuli -use of imagination, problem solving, creativity and synthesis of ideas application of knowledge, skills and	-application of knowledge, skills and understanding for performing -development of physical, technical, mental and expressive skills. communication of choreographic	Teamwork Communication Knowledge of rules Decision making Technique	Teamwork Communication Knowledge of rules Decision making Technique

Enrichment Activities in KS3 PE/Dance



Year 7	<p>Extra Curricular weekly clubs include – basketball, netball, football, handball, cricket, fitness, dance and rounders.</p> <p>Weekly/Termly fixtures organised by KSSP (football, netball, girls football, badminton, rounders, indoor athletics, outdoor athletics)</p> <p>Specialist Coaching from BETH TWEDDLE Gymnastics weekly</p> <p>Rewards trip planned for Summer Term.</p>
Year 8	<p>Extra Curricular weekly clubs include – basketball, netball, football, handball, cricket, fitness, dance and rounders.</p> <p>Weekly/Termly fixtures organised by KSSP (football, netball, girls football, badminton, rounders, indoor athletics, outdoor athletics)</p> <p>Specialist Coaching from BETH TWEDDLE Gymnastics weekly</p> <p>Rewards trip planned for Summer Term.</p>
Year 9	<p>Extra Curricular weekly clubs include – basketball, netball, football, handball, cricket, fitness, dance and rounders.</p> <p>Weekly/Termly fixtures organised by KSSP (football, netball, girls football, badminton, rounders, indoor athletics, outdoor athletics)</p> <p>Specialist Coaching from BETH TWEDDLE Gymnastics weekly</p> <p>Rewards trip planned for Summer Term.</p> <p>LIPA dance teachers in school as part of LIPA WSP, LIPA trip in June.</p> <p>Duke of Edinburgh</p> <p>Dolly hall trip to Barmouth.</p>

Adaptations to Year 9 Overview

- Space may change the order in which activities are undertaken.
- Group dynamics may change the order/length of time activities are undertaken (with a minimum 6 lesson block)



Dance curriculum overview KS4



PE/Dance curriculum overview – Year 10 (KS4) Exam board: AQA GCSE Dance(8236)

Topic	Year 10 Choreography	Year 10 Performance	Year 10 Performance	Year 10 Critically appreciate own works and professional works A Linha Curva	Year 10 Critically appreciate own works and professional works Shadows
Length of topic (in weeks)	HT1/HT2 12 weeks	HT1 6 weeks	HT2 6 weeks	HT1 6 weeks	HT2 6 weeks
Links to National Curriculum	-Develop their technique and improve their performance in other competitive sports (Dance) AO2/3 – Create dance, including movement material and aural setting, to communicate choreographic intention	Develop their technique and improve their performance in other competitive sports (Dance) AO1/3 – Perform dance, reflecting choreographic intention through physical, technical and expressive skills	Develop their technique and improve their performance in other competitive sports (Dance) AO1/3 – Perform dance, reflecting choreographic intention through physical, technical and expressive skills	Develop their technique and improve their performance in other competitive sports (Dance) AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements. <u>A LINHA CURVA</u>	Develop their technique and improve their performance in other competitive sports (Dance) AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements. <u>SHADOWS</u>
Assessment Task(s)	Creative choreography – actions/dynamics/space and relationships. DUET. GCSE criteria /16.	Mock performance duet/trio GCSE Criteria /24	Mock performance SOLO SET PHRASE GCSE Criteria /12	Week 5 – 6 exam style question Week 6 – MAD time	Week 5 – 6 exam style question Week 6 – MAD time
Key Knowledge	Action, Dynamics, Space, Relationships. Processes-researching, generating, selecting, developing, refining and synthesising.	Physical skills and attributes Technical skills and attributes Expressive skills and attributes Mental skills and attributes	Physical skills and attributes Technical skills and attributes Expressive skills and attributes Mental skills and attributes	‘A Linha Curva’ Critically appreciate all aspects of ‘A Linha Curva’ as professional works	‘Shadows’ Critically appreciate all aspects of ‘Shadows’ as professional works
Key Skills	-creative and imaginative response to range of stimuli -use of imagination, problem solving, creativity and synthesis of ideas -application of knowledge, skills and understanding of choreographic forms and devices -communication of ideas, feelings, emotions, meanings and moods	-application of knowledge, skills and understanding for performing -development of physical, technical, mental and expressive skills. -communication of choreographic intention and artistry	-application of knowledge, skills and understanding for performing -development of physical, technical, mental and expressive skills. -communication of choreographic intention and artistry	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.

PE/Dance curriculum overview – Year 10 (KS4) Exam board: AQA GCSE Dance(8236)

Topic	Year 10 Choreography	Year 10 Performance	Year 10 Performance	Year 10 Critically appreciate own works and professional works Within Her Eyes	Year 10 Critically appreciate own works and professional works Emancipation of Expressionsim
Length of topic (in weeks)	HT3/HT4 12 weeks	HT3 6 weeks	HT4 6 weeks	HT3 6 weeks	HT4 6 weeks
Links to specification	AO2/3 – Create dance, including movement material and aural setting, to communicate choreographic intention	AO1/3 – Perform dance, reflecting choreographic intention through physical, technical and expressive skills	AO1/3 – Perform dance, reflecting choreographic intention through physical, technical and expressive skills	AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements. <u>WITHIN HER EYES</u>	AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements. <u>EMANCIPATION OF EXPRESSIONSIM</u>
Assessment Task(s)	Creative choreography – Stimulus development/motif development/choreographic devices. DUET. GCSE criteria /24.		Mock performance SOLO SET PHRASE BREATHE/SCOOP GCSE Criteria /12	Week 5 – 6 exam style question Week 6 – MAD time	Week 5 – 6 exam style question Week 6 – MAD time
Key Knowledge	Motif development, repetition, contrast, highlights, climax, manipulation of number, unison and canon	Physical skills and attributes Technical skills and attributes Expressive skills and attributes Mental skills and attributes	Physical skills and attributes Technical skills and attributes Expressive skills and attributes Mental skills and attributes	‘Within Her Eyes’ Critically appreciate all aspects of ‘WHE’ as professional works	‘Eof E’ Critically appreciate all aspects of ‘E of E’ as professional works
Key Skills	-creative and imaginative response to range of stimuli -use of imagination, problem solving, creativity and synthesis of ideas -application of knowledge, skills and understanding of choreographic forms and devices -communication of ideas, feelings, emotions, meanings and moods	-application of knowledge, skills and understanding for performing -development of physical, technical, mental and expressive skills. -communication of choreographic intention and artistry	-application of knowledge, skills and understanding for performing -development of physical, technical, mental and expressive skills. -communication of choreographic intention and artistry	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.

PE/Dance curriculum overview – Year 10 (KS4) Exam board: AQA GCSE Dance(8236)

Topic	Year 10 Choreography	Year 10 Performance	Year 10 Performance	Year 10 Critically appreciate own works and professional works Artificial Things	Year 10 Critically appreciate own works and professional works Infra
Length of topic (in weeks)	HT5/HT6 12 weeks	HT5 6 weeks	HT6 6 weeks	HT5 6 weeks	HT6 6 weeks
Links to National Curriculum	Develop their technique and improve their performance in other competitive sports (Dance) AO2/3 – Create dance, including movement material and aural setting, to communicate choreographic intention	Develop their technique and improve their performance in other competitive sports (Dance) AO1/3 – Perform dance, reflecting choreographic intention through physical, technical and expressive skills	Develop their technique and improve their performance in other competitive sports (Dance) AO1/3 – Perform dance, reflecting choreographic intention through physical, technical and expressive skills	Develop their technique and improve their performance in other competitive sports (Dance) AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements. <u>ARTIFICIAL THINGS</u>	Develop their technique and improve their performance in other competitive sports (Dance) AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements. <u>INFRA</u>
Assessment Task(s)	Creative choreography - Structuring devices. Aural setting SOLO GCSE criteria /40	DUET/TRIO DEVELOPMENT GCSE CRITERIA /24	Section B – Exam style questions from Section B of exam	Week 5 – 6 exam style question Week 6 – MAD time	Week 5 – 6 exam style question Week 6 – MAD time
Key Knowledge	Structure devices and form. Aural settings and how they affect choreographic outcomes.	Physical skills and attributes Technical skills and attributes Expressive skills and attributes Mental skills and attributes	Physical skills and attributes Technical skills and attributes Expressive skills and attributes Mental skills and attributes	‘Artificial Things’ Critically appreciate all aspects of ‘AT’ as professional works Section A exam development	‘Infra’ Critically appreciate all aspects of ‘Infra’ as professional works Section A exam development
Key Skills	-creative and imaginative response to range of stimuli -use of imagination, problem solving, creativity and synthesis of ideas -application of knowledge, skills and understanding of choreographic forms and devices -communication of ideas, feelings, emotions, meanings and moods	-application of knowledge, skills and understanding for performing -development of physical, technical, mental and expressive skills. -communication of choreographic intention and artistry	-application of knowledge, skills and understanding for performing -development of physical, technical, mental and expressive skills. -communication of choreographic intention and artistry	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.



PE/Dance curriculum overview – Year 11 (KS4) Exam board: AQA GCSE Dance(8236)

Topic	Year 11 Choreography	Year 11 Performance	Year 11 Critically appreciate own works and professional works
Length of topic (in weeks)	HT2 after performance exam 6 weeks	HT1 6 weeks	HT1/2 (SOME LESSONS SWITCHED TO PRACTICAL) 6 weeks
Links to National Curriculum	Develop their technique and improve their performance in other competitive sports (Dance) AO2/3 – Create dance, including movement material and aural setting, to communicate choreographic intention	Develop their technique and improve their performance in other competitive sports (Dance) AO1/3 – Perform dance, reflecting choreographic intention through physical, technical and expressive skills	Develop their technique and improve their performance in other competitive sports (Dance) AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements.
Assessment Task(s)	GCSE Choreography exam Introduction to exam criteria. NEA 30% mark	GCSE Performance exam SOLO SET PHRASES BREATHE/SCOOP /12 DUET/TRIO /24	Section A exam development
Key Knowledge	Processes-researching, generating, selecting, developing, refining and synthesising. Plus see all knowledge from Year 10	Physical skills and attributes Technical skills and attributes Expressive skills and attributes Mental skills and attributes	-the meaning of relevant choreography terminology. -the contribution of choreography to audience understanding of the choreographic intent of the work.
Key Skills	-creative and imaginative response to range of stimuli -use of imagination, problem solving, creativity and synthesis of ideas -application of knowledge, skills and understanding of choreographic forms and devices -communication of ideas, feelings, emotions, meanings and moods	-application of knowledge, skills and understanding for performing -development of physical, technical, mental and expressive skills. -communication of choreographic intention and artistry	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.



PE/Dance curriculum overview – Year 11 (KS4) Exam board: AQA GCSE Dance(8236)

Topic	Year 11 Choreography	Year 11 Choreography	Year 11 Critically appreciate own works and professional works
Length of topic (in weeks)	HT3/4 8 weeks	HT3/4 8 weeks	HT3/4 (SOME LESSONS SWITCHED TO PRACTICAL) 6 weeks
Links to National Curriculum	Develop their technique and improve their performance in other competitive sports (Dance) AO2/3 – Create dance, including movement material and aural setting, to communicate choreographic intention	Develop their technique and improve their performance in other competitive sports (Dance) AO2/3 – Create dance, including movement material and aural setting, to communicate choreographic intention	Develop their technique and improve their performance in other competitive sports (Dance) AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements.
Assessment Task(s)	GCSE Choreography exam Introduction to exam criteria. NEA 30% mark EXAM MARCH	GCSE Choreography exam Introduction to exam criteria. NEA 30% mark EXAM MARCH	Section A exam development Section C recap exam development
Key Knowledge	Processes-researching, generating, selecting, developing, refining and synthesising. Plus see all knowledge from Year 10	Processes-researching, generating, selecting, developing, refining and synthesising. Plus see all knowledge from Year 10	-the meaning of relevant choreography terminology. -the contribution of choreography to audience understanding of the choreographic intent of the work.
Key Skills	-creative and imaginative response to range of stimuli -use of imagination, problem solving, creativity and synthesis of ideas -application of knowledge, skills and understanding of choreographic forms and devices -communication of ideas, feelings, emotions, meanings and moods	-creative and imaginative response to range of stimuli -use of imagination, problem solving, creativity and synthesis of ideas -application of knowledge, skills and understanding of choreographic forms and devices -communication of ideas, feelings, emotions, meanings and moods	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.

PE/Dance curriculum overview – Year 11 (KS4) Exam board: AQA GCSE Dance(8236)

Topic	Year 11 Critically appreciate own works and professional works	Year 11 Critically appreciate own works and professional works	Year 11 Critically appreciate own works and professional works	GCSE DANCE EXAM JUNE 40%
Length of topic (in weeks)	HT5 6 weeks	HT5 6 weeks	HT6 3 weeks 6 weeks	GCSE DANCE EXAM JUNE 40%
Links to National Curriculum	Develop their technique and improve their performance in other competitive sports (Dance) AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements.	Develop their technique and improve their performance in other competitive sports (Dance) AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements.	Develop their technique and improve their performance in other competitive sports (Dance) AO4 - Critically appreciate own works and professional works through analytical, interpretative and evaluative judgements.	GCSE DANCE EXAM JUNE 0 40%
Assessment Task(s)	Section A exam development Section C recap exam development 6/12 mark answer development	Section A exam development Section C recap exam development 6/12 mark answer development	Section B exam development 6 mark questions development	GCSE DANCE EXAM JUNE 40%
Key Knowledge	-the meaning of relevant choreography terminology. -the contribution of choreography to audience understanding of the choreographic intent of the work.	-the meaning of relevant choreography terminology. -the contribution of choreography to audience understanding of the choreographic intent of the work.	-the meaning of relevant choreography terminology. -the contribution of choreography to audience understanding of the choreographic intent of the work.	GCSE DANCE EXAM JUNE 40%
Key Skills	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.	-articulation of knowledge and critical reflection to inform, artistic process. -critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. -critical analysis, interpretation, evaluation and appreciation of professional works.	GCSE DANCE EXAM JUNE 40%

Enrichment Activities in KS4 PE



Year 10

Extra Curricular weekly clubs include – basketball, netball, football, handball, cricket, fitness, dance and rounders.

Weekly/Termly fixtures organised by KSSP (football, netball, girls football, badminton, rounders, indoor athletics, outdoor athletics)

Specialist Coaching from BETH TWEDDLE Gymnastics weekly

GCSE PE – Rock climbing, canoeing as part of NEA

Sports Studies – canoeing/ orienteering as part of NEA

Year 11

Extra Curricular weekly clubs include – basketball, netball, football, handball, cricket, fitness, dance and rounders.

Weekly/Termly fixtures organised by KSSP (football, netball, girls football, badminton, rounders, indoor athletics, outdoor athletics)

Specialist Coaching from BETH TWEDDLE Gymnastics weekly

Rewards trip planned for Summer Term.

GCSE PE – Rock climbing, canoeing as part of NEA

Sports Studies – canoeing/ orienteering as part of NEA

Year 10/11 GCSE Dance

Extra Curricular weekly clubs include – basketball, netball, football, handball, cricket, fitness, dance and rounders.

Weekly/Termly fixtures organised by KSSP (football, netball, girls football, badminton, rounders, indoor athletics, outdoor athletics)

Specialist Coaching from BETH TWEDDLE Gymnastics weekly

LIPA dance teachers in school as part of LIPA WSP, LIPA trip in June, Theatre trips to link with GCSE specification.



PE curriculum overview KS4



Sports Studies curriculum overview KS4 J829

Sports Studies Curriculum Overview – Year 10 (KS4) (Theory, Practical) Exam board: OCR

Topic (Unit)	R185 performance and leadership in sports activities	R185 performance and leadership in sports activities	R186 Sport and the Media
Length of topic	2 theory lessons per week. HT1 – HT4	1 Practical per week. HT1 – HT4	3 theory lessons per week. HT4- HT6.
Links to National Curriculum	<p>This is assessed by a set assignment In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Key components of performance • Applying practice methods to support improvement in a sporting activity • Organising and planning a sports activity session o Leading a sports activity session • Reviewing your own performance in planning and leading a sports activity session 	<p>Topic area 1: understand key components of performance</p> <p>Topic area 2 to be able to apply practice methods to support improvements in a sporting activity</p>	<p>This is assessed by a set assignment In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • The different sources of media that cover sport • Positive effects of the media in sport • Negative effects of the media in sport.
Assessment Task(s)	<p>Centre-assessed and OCR-moderated</p> <p>The assessment for this unit:</p> <p>Centre-assessed task(s) for each learning outcome</p>	<p>Centre-assessed and OCR-moderated</p> <p>The assessment for this unit:</p> <p>Centre-assessed task(s) for each learning outcome</p>	<p>Centre-assessed and OCR-moderated</p> <p>The assessment for this unit:</p> <p>Centre-assessed task(s) for each learning outcome</p>
Key Knowledge	<p>Different leadership roles and opportunities in sport</p> <p>Role-related responsibilities</p> <p>Personal qualities which relate to leadership roles</p> <p>Leadership styles</p> <p>Key considerations when planning sports activity sessions</p> <p>Safety considerations when planning sports activity sessions</p> <p>Safe practice</p> <p>Delivery style</p> <p>Communication skills</p> <p>Motivation techniques</p> <p>Activity-specific knowledge</p> <p>Adaptability</p> <p>Key aspects to consider in evaluating planning and delivery of a sports activity session</p>	<p>Students will perform in a range of different sports throughout the year. Students are assessed performing in two different activities. Team or individual.</p> <p>Students will also lead their own activity and will be formally assessed.</p>	<ul style="list-style-type: none"> • Social and digital media – different source types for example Twitter • Streaming sites – for example YouTube • Technology on the move – tablets and phones Websites/blogs – for example Sky Sports, F1 fanatic, CAUGHTOFFSIDE, the sporting blog • initiatives – how the media use topical role models and famous people (celebrities) to promote current initiatives
Key Skills	Planning, communication, confidence, organisational skills	Development of both core and advanced skills for one individual and one team so=port. Performance Analysis	Organisation, planning, research and resilience.

Sports Studies Curriculum Overview – Year 11 (KS4) (Theory,) Exam board: OCR

Topic (Unit)	R186 Sport and the Media	R184 Contemporary issues in Sport.
Length of topic	3 theory lessons per week. HT1- HT2.	3 theory lessons per week. HT3-HT6.
Links to National Curriculum	<p>This is assessed by a set assignment In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media.</p> <p>Topics include:</p> <ul style="list-style-type: none"> The different sources of media that cover sport Positive effects of the media in sport Negative effects of the media in sport. 	<p>This is assessed by an exam By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport.</p> <p>Topics include:</p> <ul style="list-style-type: none"> Issues which affect participation in sport The role of sport in promoting values The implications of hosting a major sporting event for a city or country The role National Governing Bodies (NGBs) play in the development of their sport The use of technology in sport
Assessment Task(s)	<p>Centre-assessed and OCR-moderated</p> <p>The assessment for this unit:</p> <p>Centre-assessed task(s) for each learning outcome</p>	<p>Exam questions with MAD time activity</p> <p>1 hour Written Exam (May) OCR Marked</p>
Key Knowledge	<ul style="list-style-type: none"> Social and digital media – different source types for example Twitter Streaming sites – for example YouTube Technology on the move – tablets and phones Websites/blogs – for example Sky Sports, F1 fanatic, CAUGHTOFFSIDE, the sporting blog initiatives – how the media use topical role models and famous people (celebrities) to promote current initiatives 	<p>The different user groups who may participate in sport</p> <p>The possible barriers which affect participation in sport</p> <p>The solutions to barriers which affect participation in sport</p> <p>The factors which can impact upon the popularity of sport in the UK</p> <p>Current trends in the popularity of different sports in the UK</p> <p>Growth of new/emerging sports and activities in the UK</p> <p>Values which can be promoted through sport</p> <p>The Olympic and Paralympic movement</p> <p>Other initiatives and events which promote values through sport</p> <p>The importance of etiquette and sporting behaviour of both performers and spectators</p> <p>The use of performance-enhancing drugs in sport</p> <p>The features of major sporting events</p> <p>The potential benefits and drawbacks of cities/countries hosting major sporting events</p>
Key Skills	Organisation, planning, research and resilience.	Examination confidence, revision, organisation, focus.