

Subject: Physical Education

Curriculum Principles

By Year 11, a student of PE at Dixons Newall Green will:

At Dixons Newall Green, we believe the purpose of PE is to enable and challenge young people to reach beyond their everyday experiences in order to build the skills, knowledge and understanding to lead a happy and healthy life alongside an appreciation of the art, culture and science of sport. Our PE curriculum enables our students to see the world differently, cultivate thought and opinion, forge friendships for a lifetime, develop emotional and physical intelligence, empathy and contribute to their community. We are committed to providing the best teaching, equipment and facilities possible to guarantee the highest quality PE experience.

Our unifying 'sentence' is **"The PE department at Dixons Newall Green allowed students to learn a range of sports, understanding the importance of living a healthy active life. Gaining key life skills such as communication, teamwork and leadership which will help them to be successful citizens in the wider world."**

- We carefully select sports based upon the opportunities presented for participation, gender equality and potential career pathways locally and globally.
- We trust in the transference of skills to develop individual sports performance; therefore, we deliver equal opportunities in a wide range of sports to enhance the confidence, competence and familiarity required for engagement beyond the classroom.
- We believe that students develop physical skills best through practice and participation. Our session practices (drills) build each year in a 'spiral curriculum'. Lessons utilise repetition of skills and attempt to replicate the pressure of games, events and

In order to achieve a true understanding of ..., topics have been intelligently sequenced based on the following rationale:

PE Core Curriculum Sports:

Football:

Football is popular unit amongst students at Dixons Newall Green. We aim to develop student skills, knowledge and understanding of football on grassed fields in order to participate in recreational games for physical, mental and social health wellbeing. The football curriculum aims to understand the requirements for football including ball manipulation, passing for possession, defending and attacking. As well as understanding the rules, regulations and tactical knowledge of the game.

Athletics:

In cycle 3 students at Dixons Newall Green will enjoy an extended curriculum for athletics due to the wide range of disciplines to be covered on the track and in the field. Students will visit one track or field session per week throughout the term. Students will aim to accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve their performances.

Cricket:

Cricket is another popular sport here at Dixons Newall Green with key links to the local community. Student aims are to understand the requirements for cricket including fielding, bowling and batting. As well as understanding the rules, regulations and tactical knowledge of the game. To be successful students will develop their skills in fielding, bowling and batting, as well as the knowledge of the game in practices and games successfully.

Rounders:

Students enjoy Rounders at Dixons Newall Green and skills developed enhance learner's ability to participate in structured sport for recreation. learners will accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve their performances. Outcomes include using throwing, jumping, running techniques learnt to successfully record a score and know how to improve their score.

Health Based Exercise (FITNESS): As part of our mission to install a passion for a healthy and active lifestyle we deliver the Health Based Exercise unit. Although health based exercise is a key feature of all lessons this unit allows students to experience HBE activities that they may wish to pursue outside of school such as, running, circuit training and general fitness training activities. Our aim is to engage in activity that develops cardiovascular health, muscular strength and endurance and also build self-confidence and self-belief within participation of physical activity. Students will understand the importance of a healthy lifestyle and the effects. Student's will be able to explain the different components of fitness that can be trained through various training methods. Be able to confidently use a wide range of equipment to meet personal needs.

Badminton:



Badminton is another sport that we believe students at Dixons Newall Green can access outside of school and our aim is to provide a base of skill level to allow students to participate in badminton for recreation. Students have the opportunity to learn and develop skills such as, how to hold and manipulate a racquet and play multiple shots in badminton such as, serves, back/forehand, overhead clear, drop shots and the smash. Students will gain knowledge of areas and lines of the court and be able to relate these to singles and doubles games. Students will understand the scoring systems, how to start and play the game alongside tactics for outwitting opponents.

Netball:

Netball has traditionally been enjoyed by girls only. At Dixons Newall Green we believe that all genders are equal and exposure to the same sports is essential to promoting this ethos. All students will experience netball and develop their knowledge and understanding, incorporating the basic fundamental skills of Netball e.g. Passing, Receiving, pivoting, stopping, moving, outwitting opponents and shooting.; the major rules and laws within the game regarding these skills and in the game; and to understand why they warm up and cool down when performing.

Handball:

We aim to increase the awareness and participation in Handball at Dixons Newall Green as we believe students will thrive in and enjoy this sport. We aim to educate our students to understand the unique requirements for handball including passing, shooting and dribbling. As well as understanding the rules, regulations and tactical knowledge of the game. Students will develop the ability to shoot, dribble, pass and apply the knowledge of the game into a practice and game successfully.

Basketball;

We aim to raise awareness and increase participation in Basketball at Dixons Newall Green, as we believe our students will thrive in and enjoy the fast-paced, team-oriented nature of the sport. Our goal is to educate students on the fundamental skills required for Basketball, including passing, shooting, dribbling, and defending.

Through structured lessons and competitive opportunities, students will develop a strong understanding of the rules, regulations, and tactical aspects of the game. They will learn to apply their skills and knowledge effectively in both practice and gameplay, fostering teamwork, resilience, and a passion for sport.

The PE curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- By providing opportunities for students to learn increasingly intelligent movement and knowledge that will encourage and inform their own healthy and active lifestyle choices.
- By exposing students to traditions and cultural references associated with sports and physical activity, this will enable them to live enriching lives within sporting communities.
- By providing generous staff to student ratios, with each lesson staffed with a minimum of two PE experts, with the view to motivate and support more disadvantaged and/or disengaged students.
- The PE curriculum is enriched with a large number of high quality extra curricular sports clubs, which provides students with the opportunity to participate, compete for the school and understand what it means to be part of a team.

We fully believe PE can contribute to the personal development of students at Dixons Newall Green:

- By ensuring that all students develop the ability to excel in a wide variety of sports and lead healthy and active lives.
- Through offering an enriching curriculum where students will develop leadership, communication, teamwork and problem-solving skills.
- Through exposure to invasion games, striking and fielding sports, fitness and athletics.
- pupils will be able to translate their skills in lessons to match play and will be able to implement strategies and tactics and take this to live whole enriching lives.

At KS3 and KS4, our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- Each unit of work will explore different roles within the sporting world, for example, sporting coach, manager, sports rehabilitation, sport science and professional athletes.
- through taking part in sports themselves and researching a sporting role model.
- By participating or volunteering in a number of coaching and leadership qualifications, for example, KS4 Sports Leaders.



A true love of PE involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE/BETEC examinations:

- students are given the chance to play and learn a large range of sports.
- students are given the opportunity to focus and develop specific sports with specialist qualified coaches.
- each year, students will be provided with opportunities to participate, watch and coach sports.
- students will be provided with opportunities to go on trips to visit Football, Cricket and Athletics stadiums.

Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge that 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, at Key Stage 3 and 4, 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.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 7 Revision, introduction and expansion	Dom ain	Invasion games (Basketball) Students to develop basic skills and to apply them into match situations Badminton (Net game) Students to develop basic skills and to apply them into match situations Fitness Students to gain an understanding of a range of training methods, fitness tests and the importance of good nutrition.	Invasion games (Football/ Rugby and Netball) Students to develop basic skills and to apply them into match situations. Fitness Students to gain an understanding of a range of training methods, fitness tests and the importance of good nutrition.	Athletics Students to learn running, throwing and jumping events Striking and fielding sports (Cricket/Rounders) Students to develop basic skills and to apply them into match situations Fitness Students to gain an understanding of a range of training methods, fitness tests and the importance of good nutrition.
	CEAI G	Physical Health and fitness Students will engage in activities from across the curriculum (Y7-Y9). Students will have the opportunity to explore mind-set activities such as yoga, Pilates, strength and conditioning Social Students will organise and lead their own tournaments across a range of activities	Physical Health and fitness Students will engage in activities. across the curriculum (Y7-Y9) Mental Students will have the opportunity to explore mind-set activities such as yoga, Pilates, strength and conditioning Social Students will organise and lead their own tournaments across a range of activities	Physical Health and fitness Students will engage in activities from across the curriculum (Y7-Y9). Students will have the opportunity to explore mind-set activities such as yoga, Pilates, strength and conditioning Social Students will organise and lead their own tournaments across a range of activities
Year 7	Girls	Basketball Dribbling, different types of passes, rules, different types of shooting, tactics, match play and rules. Badminton Serving, different types of shots, singles, double, rules, tactics	Netball When to pass, which pass to make, attacking tactics, when to shoot, defensive tactics, set pieces Football When to dribble, attacking principles, when to pass, when to shoot, when to tackle, defensive principles	Cricket Attacking fielding tactics, defensive fielding tactics, shot selection, bowling tactics, rules and regulations Rounders Attacking fielding tactics, defensive fielding tactics, shot selection, bowling tactics, rules and regulations
	Boys	Basketball Dribbling, different types of passes, rules, different types of shooting, tactics, match play and rules. Badminton Serving, different types of shots, singles, double, rules, tactics	Rugby When to run, when to pass, defensive tactics, crossing the gain line, attacking tactics, when to kick. Football When to dribble, attacking principles, when to pass, when to shoot, when to tackle, defensive principles	Athletics Rules and tactics of all track and field events Cricket Attacking fielding tactics, defensive fielding tactics, shot selection, bowling tactics, rules and regulations Rounders Attacking fielding tactics, defensive fielding tactics, shot selection, bowling tactics, rules and regulations



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
Year 8	Girls	Basketball Dribbling, different types of passes, rules, different types of shooting, tactics, match play and rules. Badminton Serving, different types of shots, singles, double, rules, tactics	Netball When to pass, which pass to make, attacking tactics, when to shoot, defensive tactics, set pieces Football When to dribble, attacking principles, when to pass, when to shoot, when to tackle, defensive principles	Athletics Rules and tactics of all track and field events Cricket Attacking fielding tactics, defensive fielding tactics, shot selection, bowling tactics, rules and regulations Rounders Attacking fielding tactics, defensive fielding tactics, shot selection, bowling tactics, rules and regulations
	Boys	Basketball Dribbling, different types of passes, rules, different types of shooting, tactics, match play and rules. Badminton Serving, different types of shots, singles, double, rules, tactics	Rugby When to run, when to pass, defensive tactics, crossing the gain line, attacking tactics, when to kick. Football When to dribble, attacking principles, when to pass, when to shoot, when to tackle, defensive principles	Athletics Rules and tactics of all track and field events Cricket Attacking fielding tactics, defensive fielding tactics, shot selection, bowling tactics, rules and regulations Rounders Attacking fielding tactics, defensive fielding tactics, shot selection, bowling tactics, rules and regulations
Year 9	Girls	Basketball Dribbling, different types of passes, rules, different types of shooting, tactics, match play and rules. Badminton Serving, different types of shots, singles, double, rules, tactics	Netball When to pass, which pass to make, attacking tactics, when to shoot, defensive tactics, set pieces Football When to dribble, attacking principles, when to pass, when to shoot, when to tackle, defensive principles	Athletics Rules and tactics of all track and field events Cricket Attacking fielding tactics, defensive fielding tactics, shot selection, bowling tactics, rules and regulations Rounders Attacking fielding tactics, defensive fielding tactics, shot selection, bowling tactics, rules and regulations
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*A powerful, knowledge-rich curriculum teaches both **substantive knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

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





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