

Physical Education

Curriculum Overview

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, at each key stage from Year 7 to 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.

| Knowledge, skills and understanding to be gained at each stage* | | |
|---|---------|---------|
| Cycle 1 | Cycle 2 | Cycle 3 |
| <p>PE Mission Statement: <i>'To instil a lifelong passion for a healthy and active lifestyle'.</i></p> <p>PE Vision:</p> <p>At Dixons Cottingley 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.</p> <p>PE Intent:</p> <ul style="list-style-type: none"> 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 <p>PE Core Curriculum Sports:</p> <p>Football:</p> <p>Football is popular unit amongst students at Dixons Cottingley. 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.</p> <p>Cricket:</p> <p>Cricket is another popular sport here at Dixons Cottingley 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.</p> <p>Rounders:</p> <p>Students enjoy Rounders at Dixons Cottingley 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.</p> <p>Gymnastics:</p> <p>Gymnastics is an essential component to our new PE curriculum and is key to developing physical literacy amongst our students. We aim for students to understand the requirements for gymnastics including balances, travelling and levels. As well as understanding the meaning of execution and difficulty when it comes to a performance. Students should be able to use balances, travel & routines at varying levels of difficulty and have knowledge of the level of difficulty and execution to perform a routine successfully. In year 7 studnets will focus on the the dicipline of floor gymnastics accumulating in a performace routine for their peers. In year 8 and 9</p> | | |



| Knowledge, skills and understanding to be gained at each stage* | | |
|--|---------|---------|
| Cycle 1 | Cycle 2 | Cycle 3 |
| <p>students will participate in vaulting working on basic vaults such as, pike, straddle, tuck and staright as well as some advanced vaults including through vaults and somersaults. In years 10 and 11 students will encompass trampolining, which will lead into the performance of a routine that encorporates the skills they have learnt throughout the unit such as, basic jumps/landings; (tuck, pike, stradle, seat, back, front) to advcanced skills such as; landing with twist combinations and somersaults.</p> <p>Rugby:</p> <p>Rugby is a sport that students at Dixons Cottingley have varied experience in. Students will encompass new close contact skills in a safe and controlled environment which allow the development of physical literacy, new expereincnes and enjoyment. Students will understand the requirements for rugby including passing, catching and basic tackling. As well as understanding the rules, regulations and tactical knowledge of the game. Students should be able to use passing, catching, basic tackling and knowledge of the game into a practice and game successfully.</p> <p>Health Based Exercise (HBE):</p> <p>As part of our mission to instill a passion for a healthy and active lifestyle we deliver the Health Based Exercise unit. Although health based exerice 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. Studnets 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.</p> <p>Athletics:</p> <p>In cycle 3 students at Dixons Cottingley will enjoy an extended curriuclum for athletics due to the wide range of diciplines to be covered on the track and in the field. Studnets 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.</p> <p>Badminton:</p> <p>Badminton is another sport that we belive students at Dixons Cottingley can access outside of school and our aim is to provide a base of 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 raquet and play multiple shots in badminto 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.</p> <p>Volleyball:</p> <p>Volleyball is a sport that we believe all students can begin at a similar level of experience therefore students can access, progress and enjoy it. Students will aim to understand the requirements for volleyball including a variety of different shots used in game situations. As well as understanding the rules, regulations and tactical knowledge of the game. Students will be able to to perform various different shots and apply the knowledge of the game into a practice and game successfully.</p> <p>Netball:</p> <p>Netball has traditionally been enjoyed by girls only. At Dixons Cottingley 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 knowledgeand 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.</p> <p>Handball:</p> <p>We aim to increase the awareness and participation in Handball at Dixons Cottingley 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</p> | | |



| | | Knowledge, skills and understanding to be gained at each stage* | | | | | | | |
|--|--|---|---------------------------------------|--|---------------------------------------|--|---------------------------------------|--|--|
| | | Cycle 1 | | Cycle 2 | | Cycle 3 | | | |
| | | <p>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.</p> <p>OAA:</p> <p>From Monday 14 February 2022 - Friday 18 February 2022, 180 students in Year 8 will participate in DCO's first annual residential to Outward Bound Loch Eil and Outward Bound Aberdovey. This is facilitated and organised by the director of year and assistant director of year. The trip will provide students with a once in a life time experience and aims to; Increase confidence and improved personal and emotional wellbeing. Improve relationships with others. Increase resilience. Increase confidence in learning. Increase knowledge and understanding of the natural environment. All of these are transferable skills which will contribute to success within the Academy and for many more years thereafter. From septemeber 2022 All year 9 students will enroll on the Duke of Edinborough Bronze Award. This award is life-changing experience. A fun time with friends. An opportunity to discover new interests and talents. A tool to develop essential skills for life and work. A recognised mark of achievement; respected by employers. The DoFE is many things to many people, supporting generations to successfully navigate adult life.</p> <p>Tennis:</p> <p>In our mission to tackle social disadvantage in the north we feel it is important to offer sports seen as 'prestigious'. Tennis is one of our chosen sports that fits this mould. Tennis is a wonderful past time that develops skills and opporntuty for physcal activity in local parks and across the world. Students have the opportunity to learn and develop skills such as, how to hold and manipulate a raquet and play multiple shots in tennis such as, serves, back/forehand, smash, 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.</p> | | | | | | | |
| Core PE Activities (all years unless stated otherwise) | | Football | | Gymnastics Y7 Floor/ Y8&Y9 | | Athletics | | | |
| | | Rugby | | Vaulting | | Cricket | | | |
| | | Netball | | Health Based Exercise | | Rounders | | | |
| | | Hanball | | Volleyball | | Tennis | | | |
| | | | | Y10 & 11 Badminton | | | | | |
| | | Semester 1 | | | | Semester 2 | | | |
| Y7&Y8 Co Curricular | | Option | Artefact | Option | Artefact | Option | Artefact | | |
| | | Trampoline | Trampoline Show | Trampoline | Trampoline Show | Trampoline | Trampoline Show | | |
| | | Rowing | Rowing Competition & Dragon Boat Race | Rowing | Rowing Competition & Dragon Boat Race | Rowing | Rowing Competition & Dragon Boat Race | | |
| | | Sports Leaders | Primary School Sports Event | Sports Leaders | Primary School Sports Event | Sports Leaders | Primary School Sports Event | | |
| | | Cycle 1 | | Cycle 2 | | Cycle 3 | | | |
| Year 9 CNAT Sports Science | | Reducing the risk of injury in sports Injuries. | | The body's response to physical activity and how technology informs this | | The body's response to physical activity and how technology informs this | | | |
| Year 10 CNAT Sports Science | The body's response to physical activity and how technology informs this | Reducing the risk of injuries in sport Applying the Principles of Training | | | | Applying the Principles of Training | | | |



| | | Knowledge, skills and understanding to be gained at each stage* | | |
|------------------------------------|---|---|---|---|
| | | Cycle 1 | Cycle 2 | Cycle 3 |
| | | Interleaving Reducing the risk of injuries | Interleaving Reducing the risk of injuries | Interleaving Reducing the risk of injuries |
| Y11 CNAT Sports Science | | Reducing the risk of injuries | Reducing the risk of injuries | Reducing the risk of injuries |
| Interleaving | The exam unit is taught in year 9 and is interleaved through to year 11. This is facilitated through recall do now tasks, interleave, mini tests, application questions, Cumulative learning objective tests following each teaching set. | | | |

*A powerful, knowledge-rich curriculum teaches both declarative 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.