

## **PE Curriculum Intent**

### **Key Stage 5 Exam PE**

#### **What does our curriculum aim to do?**

- The aim of our Key Stage 5 curriculum is to prepare them for a career in the sport and leisure industry.
- The aim of our Key Stage 5 curriculum is to create an awareness around the different possibilities of pathways in sports after education.
- The aim of our Key Stage 5 curriculum is to build upon previous skills from KS3 and KS4 in many areas including being reflective, developing an understanding of strengths and weaknesses, leadership, problem solving and teamwork in a much wider sense in order to better prepare them for life after education.

#### **What are the key things that our students need to learn?**

##### **Unit 1:**

The effects of exercise and sports performance on the skeletal system

The effects of exercise and sports performance on the muscular system

The effects of exercise and sports performance on the respiratory system

The effects of sport and exercise performance on the cardiovascular system

The effects of exercise and sports performance on the energy systems

##### **Unit 2:**

Examine lifestyle factors and their effect on health and well-being

Understand the screening processes for training programming

Understand programme-related nutritional needs

Examine training methods for different components of fitness

Understand training programme design

##### **Unit 3:**

Learning Aim A: Understand the career and job opportunities in the sports industry

Learning Aim B: Explore own skills using a skills audit to inform a career development action plan

Learning Aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway

Learning Aim D: Reflect on the recruitment and selection process and your individual performance.

#### Unit 4:

Learning Aim A: Understand the roles, qualities and characteristics of an effective sports leader

Learning Aim B: Examine the importance of psychological factors and their link with effective leadership

Learning Aim C: Explore an effective leadership style when leading a team during sport and exercise activities.

#### **Why do we order Key Stage 5 modules the way we do?**

Year 12: Unit 1 and Unit 2 (examination units) studied alongside each other across two different teachers.

Year 13: Unit 3 and Unit 4 (Coursework units) studies alongside each other across two different teachers.

The reason that we feel it is beneficial for the student is to give students the opportunity to fully focus on their examined units in Y12 when there are less examination pressures from other subjects. This also gives them the opportunity to improve upon their results in January and May of year 13 if needed. Other reasons for this is due to the content of the coursework units. Both units rely on students to show a high level of maturity and has a greater link to time after school and therefore feel that it is the natural progression to do this in the year before they leave. We feel that these units are the most valuable when looking at key skills that are needed in life after education.

## **What skills do we want our KS5 students to have improved by the end of KS5?**

There are a variety of skills that we want our students to have improved upon by the end of KS5. Some of these skills are specific to particular units, however some of them are key to developing a more well rounded independent learner that is ready to leave compulsory education.

We want our KS5 students to have improved their:

- IT proficiency across various platforms.
- Researching and referencing skills
- Ability to work independently effectively away from the classroom and manage their workload effectively.
- Ability to respond to feedback in detail and develop their comprehension of how to improve and self assess a piece of work.
- Metacognitive skills and being able to independently identify strategies that are beneficial to them as a learner when looking at revision and making the learning stick.

There are also many skills that are specific to certain unit that we would expect students to have developed over the course.

### Unit 1:

- Knowledge and understanding of the body systems
- Applying knowledge to different sporting examples.
- Basic biomechanical analysis
- Evaluative skills to assess their own progress
- Literacy skills to show structure and effective use of spelling and grammar in longer response questions
- Presentation skills in the delivery of their work both verbal and written.
- Ability to analyse data and make strong arguments for improvement

### Unit 2:

- Knowledge and understanding of positive and negative lifestyle factors and their effect on health and well-being.
- Apply lifestyle modification techniques
- Provide and justify nutritional guidance to meet clients specific requirements
- Ability to analyse data and make strong arguments for improvement
- Screening processes
- Be able to interpret results against normative data
- Understand programme related nutritional needs
- Knowledge of different training methods
- Ability to understand and design a training programme

### Unit 3:

- Use a range of sources to Investigate two contrasting careers in the sport and leisure industry.
- Identify professional development opportunities that can lead to specialism or future promotions in the work place.
- Complete and evidence a personal skills audit of employability skills.
- Produce a SWOT analysis and career development action plan.
- Produce a portfolio of documentation that can be used to gain employment
- Apply for a role in a local leisure facility
- Capture your performance in a mock interview.
- Take part in a recruitment activity where you share employability advice to an audience
- Reflect on the recruitment, application and selection process and planning for future progress.

### Unit 4:

- Evaluative skills focused around application and impact of leadership
- Confidence in leading to groups
- Planning of sports activities and festivals
- Rapport building and teamwork
- Organisational skills when leading a practical activity
- Communication skills
- Questioning skills which allow students to reflect
- Being able to analyse their own performance as a leader and reflect.
- Applying effective leadership styles