

# Key Stage 3 Curriculum Overview

# Physical Education

**2022-23**



King's College  
*The British School of Murcia*

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The KS3 PE curriculum aims to provide students with experience in the areas stated below. The structure of the curriculum and when students will participate in the activities depends on their grouping, their preference and any upcoming events. For example, during an invasion game block, students may select either football or handball, but they have the opportunity to do both activities where possible.

Below is the current outline of activities, please note this is subject to change upon the release of the inter-school sports calendar.

## Term 1

Football, Handball, Volleyball, Table Tennis

## Term 2

Badminton, Basketball, Fitness, Orienteering

## Term 3

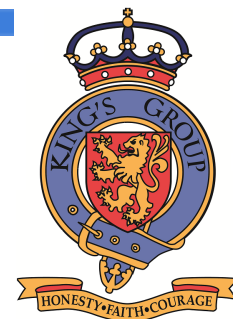
Athletics, Rounders, Cricket, Trampolining

Identified below are a list of key skills that will be covered in each topic area. Students will work towards these skills at different levels depending on their experience and chosen pathway in that activity area.

Activity Area	Topic Area
Invasion Games Football, Handball, basketball	<ul style="list-style-type: none"> <li>● Passing - Long, short, chipped, bounce, javelin</li> <li>● Shooting - Driven, curved, jump, set, long, short</li> <li>● Control - receiving a pass, catching</li> <li>● Dribbling - fast into space and slow in confined areas</li> <li>● Defending - Positioning, tackling, recovery</li> <li>● Formations and Tactics - Roles, positioning, adaption, analysing strengths and weaknesses</li> </ul>
Net Sports	<ul style="list-style-type: none"> <li>● Serving - Long, short, spin, jump, underarm, backhand</li> </ul>



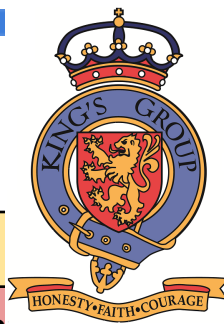
<p>Badminton, table tennis, indoor tennis, Volleyball</p>	<ul style="list-style-type: none"> <li>● Long shots - Defensive, clears, digs</li> <li>● Short Shots - attacking, drop, net, set</li> <li>● Smashes - overarm, jump, spike</li> <li>● Block - Pairs, timing</li> <li>● Positioning - Body placement, 6 rotation, front and back, side to side</li> <li>● Rules - scoring, lines, net touches</li> </ul>
<p>Strike and Field Rounders and Cricket</p>	<ul style="list-style-type: none"> <li>● Bowling - Overarm, underarm, pace, spin</li> <li>● Batting - open, closed, pull, defensive, foot placement</li> <li>● Fielding - long barrier, one hand pick up, positioning, high catch, low catch</li> </ul>
<p>Fitness and Gymnastic including Trampolining</p>	<ul style="list-style-type: none"> <li>● Cardiovascular - running, circuits</li> <li>● Strength and Power - use of weights</li> <li>● Muscular Endurance - use of body weight</li> <li>● Flexibility - stretching and yoga</li> <li>● Isolated movements - seat drop, somersaults front and back, front drop, back drop</li> <li>● Routines - 10 bounce</li> </ul>
<p>Athletics Track and Field</p>	<ul style="list-style-type: none"> <li>● Long Jump - run up, take off, air position, landing</li> <li>● High Jump - run up, take off, air position, landing</li> <li>● Vortex - run up, take off, air position, landing</li> <li>● Sprints - start, technique, relays</li> <li>● Middle distance - technique and endurance</li> <li>● Long distance - technique and endurance</li> <li>● Shot Put - Preparation, execution, recovery</li> </ul>
<p>Orienteering</p>	<ul style="list-style-type: none"> <li>● Reading a map - current position, landmarks, taking a bearing</li> <li>● Orienting a map - using a compass, landmarks</li> <li>● Following a bearing - locating markers</li> <li>● Recording information - Data from markers</li> <li>● Route plotting - Identifying the quickest and most effect route on a set course of varying difficulty</li> </ul>



# Assessment

At the end of each block, or during house matches, students are assessed based against the model for GCSE PE. We have taken the grade descriptors and made them appropriate for KS3, and each activity students will be given a grade 1 to 9. The average score is used to inform report data. The grade descriptors are stated below.

Grade	Characteristics/Skills - Invasion/Racket/Athletic
9	<ul style="list-style-type: none"> <li>• Demonstrates a very good level of technical accuracy, with accurate precision, control and fluency</li> <li>• Accurate timing and consistency of application</li> <li>• Consistently able to effectively influence the performance and motivation of self and others</li> <li>• Consistent communication during games/matches with effective impact</li> </ul>
8	<ul style="list-style-type: none"> <li>• Applies tactical changes effectively and consistently in response to the opposition's actions</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul> <p><b><u>How do I improve?</u></b>  <i>Take charge of the games/matches, learn the weaknesses of your opponent, practice your skills in different situations, change your communication style with your teammates, develop your physical fitness, refine your running technique</i></p>
7	<ul style="list-style-type: none"> <li>• Demonstrates a good level of technical accuracy, with good precision, control and fluency</li> <li>• Mostly accurate timing and consistency of application, with minor errors</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication during games/matches with minor misjudgements</li> </ul>
6	<ul style="list-style-type: none"> <li>• Tactical changes are effective, but in response to opponent</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation.</li> </ul> <p><b><u>How do I improve?</u></b>  <i>Practice repetitively to remove minor technique errors. Take the initiative and make decisions before a situation goes against you. Improve fluency by identifying the key</i></p>



coaching points. Develop your physical fitness	
5	<ul style="list-style-type: none"> <li>• Demonstrates a competent level of skills, techniques and decision making, with some precision, control and fluency</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during games/matches with some impact, but inconsistent in places.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Tactical changes are sometimes effective but inconsistent</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success</li> </ul> <p><b><u>How do I improve?</u></b>  <i>Adopt more leadership roles. Practice performing skills in small sized drills. Repetitive practice to remove errors, develop your physical fitness</i></p>
3	<ul style="list-style-type: none"> <li>• Demonstrates basic skills, techniques and decision making, with little precision, control and fluency</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the full sided game and with little impact.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition's actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul> <p><b><u>How do I improve?</u></b>  <i>Practice your skills in competitive situations, focus on making decisions quickly, develop your fitness</i></p>
1	<p><b>Demonstrates ineffective skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned /formal/competitive situation.</b></p> <p><b><u>How do I improve?</u></b>  <i>Focus on the basic skills and 3 coaching points. Identify your weaknesses and practice.</i></p>