



## Age Related Milestones: Physical Education

Queen's Park High School physical education department shares the purpose of the National curriculum in England which states:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

In Key stages 3, we deliberately place an emphasis on the importance of practical aspects of physical education, so that students can develop the skills and attributes underlined above by the national curriculum. That said, we also recognise the need to prepare students for the knowledge they will require at key stage 4. Therefore, the assessment objectives (AO) for KS3 (below) make a direct link to the demands of the GCSE.

In KS3 PE, the majority of our assessments link to the practical criteria (AO4), as we feel this is the best way to meet the demands of the national curriculum and also inspire students. This will be assessed via learning cycles after each activity that the students covered.

It is important to note that many of the assessment criteria have theoretical connotations (particularly linked to AO1, AO2 and AO3). The knowledge and skills for these will be addressed as part of the practical classes and knowledge will be further developed through set homework. Some of the assessment will also take place during practical lessons via verbal conversations and practical demonstrations of understanding. In addition, these may be assessed by written activities. Whilst we hold the importance of developing these theoretical skills in high regard, the assessment for these learning objectives will be less frequent. This will take the form of a theoretical assessment prior to IA1 and the same theoretical assessment prior to IA2. This will allow us to track student progress.

This is a conscious decision to maximise the time given for students to engage in practical development of their sporting knowledge, whilst recognising the need to prepare students for the demands of KS4.



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Year 7 AO	Meeting (You can demonstrate these skills most of the time)	Exceeding (You can demonstrate these skills most of the time)
<b>A01</b> Knowledge and understanding	The learner has developed a <b>basic</b> theoretical knowledge and understanding of the factors that underpin physical activity and sport, including elements of the topics mentioned below: <ul style="list-style-type: none"> <li>• Anatomy and physiology * Movement analysis * physical training</li> <li>• Health, fitness and well-being * Sport psychology * socio cultural influences</li> </ul>	The student has acquired a <b>developing</b> theoretical knowledge and understanding of the factors that underpin physical activity and sport, including elements of the topics mentioned below:
<b>A02</b> <u>Application</u> of sporting knowledge	The learner can refer to limited/basic knowledge and understanding, which they attempt to apply to a given sporting situation.	The student is able to briefly apply knowledge and understanding to a given sport or activity.
<b>A03</b> <u>Analysis</u> and <u>evaluation</u> of sporting concepts/performance	The learner can apply basic key words within a limited attempt to analyse or evaluate a performance or key sporting concept, however, justification is often weak.	The student can make use of key words to appropriately analyse or evaluate a performance or sporting concept. The learner will make an attempt to compare concepts and make justifications.
<b>A04</b> Demonstration of <u>skills</u> and <u>technique</u>	The candidate demonstrates a <b>basic</b> level of skills, techniques and decision making during practice situations. There is some evidence of precision, control and fluency when performing the core skills, but this is not always effectively applied during competitive situations. There is an understanding of what needs to be done to improve and with help this is acted upon.	Demonstrates a <b>developing</b> level of skills, techniques and decision making during practice situations and can also apply these to competitive situations. There is a developing precision, control and fluency when performing the core skills. Core skills are performed consistently well. There is evidence of independently improving performance based on feedback given.
<b>A04</b> Understanding of <u>tactics</u> and <u>strategies</u>	The appreciation and some application of the basic strategies and tactics required for practice situations	The learner has a developed understanding and basic application of the strategies and tactics required for practice situations, with some application during competitive situations.