

Southern International School Physical Education Curriculum: Journey on a page 2024/2025

<p>Year 7: KS3:</p> <ul style="list-style-type: none"> ● Autumn 1 - Basketball; Invasion games, upper extrem. ● Autumn 2 - Football; Invasion games, lower extrem. ● Spring 1 - Athletics; Physical Performance; Sports D Prep. ● Spring 2 - Badminton; Net/Racquet games. ● Summer 1 - Rounders; Bat and Ball games. O.A.A. - Dance unit. 	<p>Year 8: KS3:</p> <ul style="list-style-type: none"> ● Autumn 1 - Basketball; Invasion games, upper extrem. ● Autumn 2 - Football; Invasion games, lower extrem. ● Spring 1 - Athletics; Physical Performance; Sports D Prep. ● Spring 2 - Badminton; Net/Racquet games. ● Summer 1 - Rounders; Bat and Ball games. O.A.A. - Components of Fitness. 	<p>Year 9: KS3:</p> <ul style="list-style-type: none"> ● Autumn 1 - Basketball; Invasion games, upper extrem. ● Autumn 2 - Football; Invasion games, lower extrem. ● Spring 1 - Athletics; Physical Performance; Sports D Prep. ● Spring 2 - Badminton; Net/Racquet games. ● Summer 1 - Rounders; Bat and Ball games. O.A.A. - Components of Fitness.
<p>Year 10/11 (iGCSE): KS4:</p> <ul style="list-style-type: none"> ● Autumn 1 - Basketball; Invasion games, upper extrem. (Skeletal/Muscular system). ● Autumn 2 - Football; Invasion games, lower extrem. (Respiratory System - Circulatory System). ● Spring 1 - Athletics; Physical Performance; Sports D Prep. (Energy Supply and the effects of exercise on the body). ● Spring 2 - Badminton; Net/Racquet games. (Simple biomechanics). ● Summer 1 - Rounders; Bat and Ball games. O.A.A. - Components of Fitness. (Healthy wellbeing - Training). 	<p>Year 11/12: KS4:</p> <ul style="list-style-type: none"> ● Autumn 1 - Basketball; Invasion games, upper extrem. ● Autumn 2 - Football; Invasion games, lower extrem. ● Spring 1 - Athletics; Physical Performance; Sports D Prep. ● Spring 2 - Badminton; Net/Racquet games. ● Summer 1 - Rounders; Bat and Ball games. O.A.A. - Components of Fitness. 	
<p>Subject Curriculum Intent: ‘Excellence in Physical Literacy and Education’</p> <p><i>The Physical Education curriculum provides learners with an opportunity to study both the practical and theoretical aspects of physical education. It is designed to encourage enjoyment in physical activity by providing learners with an opportunity to take part in a range of physical activities and develop an understanding of effective and safe physical performance. This helps learners to develop an appreciation of the necessity for sound understanding of the principles, practices and training that underpin improved performance, better health and well-being. The Physical Education department strives to ensure students achieve sound Physical Literacy to encourage active participation in training and fitness for life. "Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life."</i></p> <p>SIH Physical Education students learn to:</p> <ul style="list-style-type: none"> ● Demonstrate knowledge and understanding of the theoretical principles that underpin performance in physical activity/sport. ● Apply knowledge and understanding of the theoretical principles to a variety of physical activities / sports, including the analysis and evaluation of performance. ● Demonstrate the ability to select and perform appropriate skills to produce effective performance in practical activities. ● Develop the knowledge and understanding of the theory underpinning physical performance in a modern world. ● Use and apply this knowledge and understanding to improve their performance. ● Perform in a range of physical activities, developing skills and techniques, and selecting and using tactics, strategies and/or compositional ideas. ● Understand and appreciate safe practice in physical activity and sport. ● Understand and appreciate the benefit of physical activity and sport for health, fitness and well-being. ● Gain a sound basis for further study in the field of Physical Education. 		

