



Meridian  
Trust

# Curriculum Overview

## PE



# Curriculum Overview

## Key Stage 3

### Curriculum Aims

Our academies offer high quality physical education through our vision of a broad engaging curriculum. We want all students to be inspired and to have the opportunity to set and achieve their own challenging personal goals and be equipped with the skills and confidence to engage in a healthy active lifestyle.

Our staff model and encourage students to develop our values of being forward-thinking, open-minded, highly engaged, knowledgeable and team players with strong, flexible, social skills.

We aim for all students to develop the competence to excel in a broad range of physical activities, be physically active for sustained periods of time, engage in competitive sports and activities and lead healthy active lifestyles.



### Key Curriculum Content

Our broad engaging curriculum varies across the trust to allow individual schools to best meet their students' needs, school facilities and staff expertise.

All schools offer a selection of main traditional games and physical education activities such as: football, hockey, rugby, netball, cricket, volleyball, badminton, tennis, athletics, rounders, softball, fitness, dance. Both boys and girls have access to all these activities. Some less traditional activities, such as handball, ultimate Frisbee and lacrosse are also offered in some schools.

Where there are the facilities, expertise and club links schools offer extensive opportunities in gymnastics, trampolining, swimming and outdoor and adventurous activities.

Inter-house competitions are embedded into curricular time throughout the year in a wide range of activities. They take part as year group competitions or whole school events such as Sports Day in the summer term. Inter-house competition is about participation as well as performance, and points are awarded towards house overall totals.

*"THROUGHOUT THE CURRICULUM STUDENTS DEVELOP A LIFELONG LOVE OF LEARNING AND THE NECESSARY SKILLS TO BE A RESILIENT, CONFIDENT AND INDEPENDENT LEARNER."*



# How are students taught and assessed?

Dependent upon the size of school, students are either taught in mixed-ability, mixed-gender groups, or in single-sex ability groups.

Students cover two activities per half term. Lessons consist of isolated skills, skills in pre-determined and conditioned games and full context games or competitions where a range of teaching styles are used. Alongside developing competence in a range of physical skills, students are taught and encouraged to apply the rules and regulations of the sport as a performer and official. The correct application of tactics and strategies are developed throughout the unit via a variety of teacher led and student led activities. Students are taught the skills required to lead a warm-up, cool-down and practises independently. Students can do this competently at a level that suits them and use correct technical language. This will allow them to follow an examination course at key stage 4 and make correct choices for a healthy active lifestyle.

Assessment is a ladder approach where students demonstrate physical competence in core skills and show progression by using them in a wide range of contexts. Students receive a summative assessment grade for each sport or activity from ongoing formative assessment strategies. At the end there will be a beautiful piece of work that brings together all the skills and techniques from across the unit of work. Through lessons, our highly engaged students have the opportunity to use their open mindedness and forward thinking to work within teams, developing and display resilience, organisation and leadership, along with many



Typical Curriculum Allocation:  
4 hours per fortnight

other transferrable skills. Based off common tasks throughout the unit, the class teacher will assess abilities, techniques and knowledge, identifying common errors and misconceptions which can be addressed in a practice for progress lesson.

Students receive 4 hours core PE a fortnight and have access to a wide range of extra-curricular opportunities throughout each week.

# Curriculum Overview

## Key Stage 4

### Curriculum Aims

Our academies offer high quality physical education through our vision of a broad engaging curriculum. We want all students to be inspired and to have the opportunity to set and achieve their own challenging personal goals and be equipped with the skills and confidence to engage in a healthy active lifestyle.

Our staff model and encourage students to develop our values of being forward-thinking, open-minded, highly engaged, knowledgeable and team players with strong, flexible, social skills.

We aim for all students to develop the competence to excel in a broad range of physical activities, be physically active for sustained periods of time, engage in competitive sports and activities and lead healthy active lifestyles.



### Key Curriculum Content

Our broad engaging curriculum varies across the trust to allow individual schools to best meet their students' needs, school facilities and staff expertise.

All schools offer a selection of main traditional games and physical education activities such as: football, hockey, rugby, netball, cricket, volleyball, badminton, tennis, athletics, rounders, softball, fitness, dance. Both boys and girls have access to all these activities. Some less traditional activities, such as handball, ultimate Frisbee and lacrosse are also offered in some schools.

Where there are the facilities, expertise and club links schools offer extensive opportunities in gymnastics, trampolining, swimming and outdoor and adventurous activities.

Inter-house competitions are embedded into curricular time throughout the year in a wide range of activities. They take part as year group competitions or whole school events such as Sports Day in the summer term. Inter-house competition is about participation as well as performance, and points are awarded towards house overall totals.

Our school offers a Physical Education examination option in:

- BTEC



# How are students taught and assessed?

In core PE, groupings are dependent upon the size of school; students are either taught in mixed-ability, mixed-gender groups or single sex ability groups.

Students cover two activities per half term, developing competence to perform more advanced skills. Emphasis is placed on the full context situation. Students are taught skills that allow them to take on a wider range of roles: performer, official, coach. We give them opportunities to develop their confidence in using these skills in a safe environment so they can work independently in the roles they choose. The language used is more technical, building on prior knowledge, to support those studying examination courses and equip students with the knowledge to lead a healthy lifestyle independently.

Assessment is a ladder approach; students demonstrate physical competence in core skills and show progression by using them in a wide range of contexts. Students receive a summative assessment grade for each sport or activity from ongoing formative assessment strategies. At the end there will be a beautiful piece of work that brings together all skills and techniques. Through lessons, our highly engaged students have the opportunity to use their open-

**Typical Curriculum Allocation:  
4 hours core per fortnight. Students studying an  
examination course receive a further 4 lessons a  
fortnight**

mindedness and forward-thinking to work within teams, developing and displaying resilience, organisation and leadership, along with many other transferable skills.

Based on common tasks throughout the unit, the class teacher will identify common errors and misconceptions which can be addressed in a practice for progress lesson.

Schools group their examination groups based on what best suits their student's dependant on numbers, class sizes and ability.

Examination groups are assessed based up on the exam boards requirements. We follow a range of exam boards: Edexcel, OCR, and AQA. The exam board is carefully considered by the head of department and curriculum lead taking into account staff expertise within the school and trust, the strengths of the students looking to study the course and succession planning for students from year 7 through to year 11.

## **BTEC**

- 40% external theory exam at the end of year 11.
- 60% course work over two units, to include own performance in one sport.\*



# Curriculum Overview

## Enrichment

### Beyond the classroom

Our broad curriculum is enhanced by extensive extra-curricular programmes designed to allow students a range of opportunities: enjoyment, fitness, skill development and competition.

Competition opportunities are available to all our students at district, county and national level in a range of sports. Many of our staff run teams for their respective districts and counties in a range of sports and have strong links with local clubs.

Running events relies heavily on volunteers and where possible students are given the opportunity to get involved with leadership for primary and secondary school events.

Local, national and international sporting events are embraced by our schools. For example, live sporting events, Sports Relief, Race for life, the Olympics, the Commonwealth Games and Wimbledon. Students are encouraged to get involved in activities put on by schools to celebrate these events; we also run trips to watch sport, fun runs, competitions, photographic challenges and sponsored events.

Some schools have the capability to run a large outdoor education programmes consisting of the Duke of Edinburgh's Award scheme (bronze, silver and gold), climbing, kayaking, mountain biking and orienteering. Certain schools also offer students an outdoor education day and residential trips, for example to Grafham water and Blue Parris.



### Cross-Trust Activities

Many of our schools are within the same district as another trust school so regularly compete against each other. All our schools come together to participate in an annual cross-trust athletics competition during the summer term and, from 2022, school will participate in festivals in the spring and autumn term in a range of sports.

In the future we are looking to introduce cross-trust events for our examination groups.

Northstowe Secondary College work closely with Martin Bacon Academy to share facilities. Some of Martin Bacon's students access the mainstream PE curriculum at Northstowe and Northstowe's students support as Sports Leaders.

Many schools have links with local clubs and work with them to enhance the curriculum. Recent examples include Northampton Saints Rugby delivering rugby lessons and Black Hawks American football teams running taster sessions. Staff are continually developing these links to allow enhanced opportunities for our students. Some of our schools have formal links with larger clubs that work out

of the schools. Nene Park Academy link with Peterborough United football club, North Cambridge Academy, Northstowe Secondary College, Ely College and Stratton Upper School link with Norwich City football club and Ely link with Northampton Saints/Ely Rugby Club. These formal links provide a range of opportunities from supporting curriculum delivery to student academic and social intervention, extra-curricular clubs and competition opportunities.



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