

BET Curriculum: Programmes of Study

Subject: GCSE Physical Education

Draws from and links to:

- BET Intent Statement
- BET Curriculum Map
- BET Sequencing and Rationale document
- BET Knowledge Organisers
- BET Assessments
- Documents relating to how the BET Curriculum develops Game-changers and at least covers the National Curriculum/Exam Specifications

Summary of subject intent statement (no more than three lines):

To develop confident, physically literate young people, and give them the tools to transition from prescriptive sporting activity to individually led activities that can be undertaken once they leave school. It enables students to develop their knowledge of how to lead a healthy, active lifestyle and contribute well to society.

Year 9

Unit Heading and why this unit is now	Timings (no. weeks)	Learning Outcomes in order (no less than one per 5 lessons). 'I can ...'	Rationale for the sequence of Learning Outcomes in the unit	Substantive knowledge in KO (link below)	How disciplinary concepts develop in this unit (if appropriate for your subject)	Game-changer content in this unit
Health, Fitness and Wellbeing	Sept - Dec	Learning Outcomes	Rationale	Click here	N/A	Overview Extended Tasks
Sport Psychology	Jan - Apr	Learning Outcomes	Rationale	Click here	N/A	Overview Extended Tasks
Socio-cultural influences	May - July			Click here	N/A	Overview

Year 10

Unit Heading and why this unit is now	Timings (no. weeks)	Learning Outcomes in order (no less than one per 5 lessons). 'I can ...'	Rationale for the sequence of Learning Outcomes in the unit	Substantive knowledge in KO (link below)	How disciplinary concepts develop in this unit (if appropriate for your subject)	Game-changer content in this unit
Physical Training	Sept - Dec	Learning Outcomes	Rationale	Click here	N/A	Overview Extended Tasks
Anatomy & Physiology	Jan - July	Learning Outcomes	Rationale	Click here	N/A	Overview Extended Tasks

Year 11 (Exam 2023 cohort following this map - new map to be followed for everyone else)

Unit Heading and why this unit is now	Timings (no. weeks)	Learning Outcomes in order (no less than one per 5 lessons). 'I can ...'	Rationale for the sequence of Learning Outcomes in the unit	Substantive knowledge in KO (link below)	How disciplinary concepts develop in this unit (if appropriate for your subject)	Game-changer content in this unit
Anatomy & Physiology (continued)	Sept - Oct ½ Term	Learning Outcomes	Rationale	Click here	N/A	Overview Extended Tasks
Movement Analysis	Sept - Mar	Learning Outcomes	Rationale	Click here	N/A	Overview Extended Tasks

Glossary

- **Curriculum:** 'the totality of student experiences that occur in the educational process'. Student experiences should reinforce and increase understanding and knowledge of what is taught formally within the timetable of lessons. Our curriculum, therefore, is far broader than the timetable, encompassing co-curricular clubs, the outdoor programme, and trips together with all other aspects of delivery to students.
- **Disciplinary Knowledge:** The big organising structures of a discipline/subject, the big questions a discipline/subject asks, conditions under which claims can be made etc.
- **Game-changer content:** Skills, knowledge and opportunities that go beyond the National Curriculum and/or exam specification.
- **Knowledge Organisers:** Knowledge organisers should be planned in such a way that: they make clear the invaluable knowledge of the curriculum and how it links together; the key vocabulary supports students in becoming experts of their subjects and able to use subject specific language more competently; they can be used to support memorisation, retrieval practice and spaced learning; they give students a vehicle in which to complete homework, independent learning and revision strategies; they are tools that parents can use to support their children outside of the lessons. There should be Knowledge Organisers for each unit of work. A slide giving more information about great Knowledge Organisers and an example, written by Rowena Hammal, TSD for History, is included as an appendix – the idea of colours and images to support dual coding is excellent.
- **Learning Outcomes:** These provide students with tangible goals they can understand, work toward and take responsibility for. Learning targets, written in student-friendly language and frequently reflected on, transfer ownership for meeting objectives from the teacher to the student. They derive from the assessment objectives/BET standards used to assess growth and achievement. They are written in concrete, student-friendly language, beginning with the stem 'I can'. They are shared with students, discussed and analysed by students and tracked by students and teachers. Students are involved in their creation. E.g. I can show two variable data on a scatter plot.
- **Substantive Knowledge:** Content of the subject; e.g. its particular narratives, people, places, dates, features, events etc. This should be made clear in the Knowledge Organiser for each subject.
- **Unit:** a discrete topic area; the length of it could vary from a few lessons to a term. Each unit should have a BET Knowledge Organiser giving essential knowledge and essential vocabulary. E.g. Development.

Teacher Notes

BET KS3

Knowledge Organiser

What it is:

- A summary of the most important core information that students need to know and understand, clearly presented in one place.

What it is not:

- A substitute for more challenging texts
- A detailed explanation of all the complexities and nuances of each topic - this needs to come within lessons

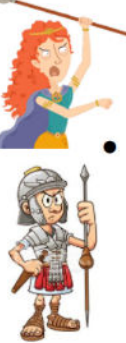
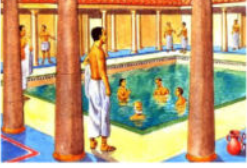
1. Embedding the KO into lessons

- **Images** should be used to promote **dual coding** by embedding them into lessons. When a new concept is introduced in a lesson, students should see the corresponding image from the KO. Images without text should then be presented to students later, to test their retrieval of the topic.
- **Colour coding** of the three time periods is designed to encourage students to break down each theme into the three time periods, as required for q5. This colour coding should be embedded into lessons, so that students associate the three colours with the three time periods.

2. Tasks using the KOs

- Use KO as a basis for **DO now / Plenaries**
- **Key word quiz** using keywords on the KO
- **Key images quiz** - use the pictures from the KO and get students to write in the meaning of each (helps dual coding)
- Give students an sheet with key words (or all text) blanked out, and get them to **fill in from memory**
- **Eliciting the Key Themes** - give students the blank Key Themes worksheet and get them to fill in with examples from the topic they have been studying
- Chunk a part of each one and use that for a **knowledge comprehension task** - (read/ look/ cover etc) then answer questions on these
- For revision/reteach/Big Picture mastery lessons - use the KOs as the **'go-to' source of information** for students, so that they get used to using them and benefit from reinforcement of images
- KO in books/on online learning platform as a source of **reference** for students

Knowledge Organiser – Example

	History: KS3 pre 1066: Our Migration Story 1. Roman Britain Game Changer: understand how Britain was shaped by immigration		Read more here 	BBC Teach Video 
Time period: Ancient World (3000 BC - 500 AD)				
Key Words tribe group of people who live together empire territory ruled by another country resisted fought against revolt rebellion barbarian an uncivilised person civilised a more advanced society and culture civilisation a complex (advanced) society aqueduct a bridge built to transport water into towns amphitheatre circular building in which spectators watch contests e.g. gladiator battles	1 Invasion and conquest - Britain was home to many tribes, who today are often called 'Celts'. - Julius Caesar (a famous Roman general) invaded Britain in 55 and 54 AD, but did not settle. - Emperor Claudius invaded in 43AD, adding Britain to the Roman Empire. - People from all over the empire came to live in Britain, including Africans.	 The Roman Empire at its Height	2 Resistance - Tribes in England and Wales resisted. Queen Boudicca led a revolt and burnt down three Roman cities. The Romans finally defeated them. - Scottish tribes resisted fiercely, so the Romans could not capture the whole of Britain. They built Hadrian's Wall wall to keep 'barbarian' tribes out of 'civilised' Roman Britain. 	
	3 Impact on Britain (43 AD - 410 AD)  - Romans had a much more advanced civilisation than British tribes. - Romans made deals with local chiefs to help them rule. - Romans charged taxes and ruled using Roman laws. 	 	Romans brought new things to Britain: - Writing - Roads Aqueducts - Public baths - Cities organised in a grid pattern Amphitheatres - New religious beliefs, including Christianity  	